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ABSTRACT

Focusing upon reading problems and their identification, this handbook presents guidelines, procedures, techniques, and prescriptions for teaching basic reading skills to students who need assistance in becoming mature readers. The skills focused upon in the handbook are those of comprehension, oral reading, reading readiness, silent reading, study skills, and word recognition. For each skill, the handbook provides (1) specific problem areas, (2) ways to recognize problems, (3) definitions of the problems, (4) possible causes of problems, (5) recommendations for dealing with them, and (6) descriptions of games and activities to use in solving them. (FL)

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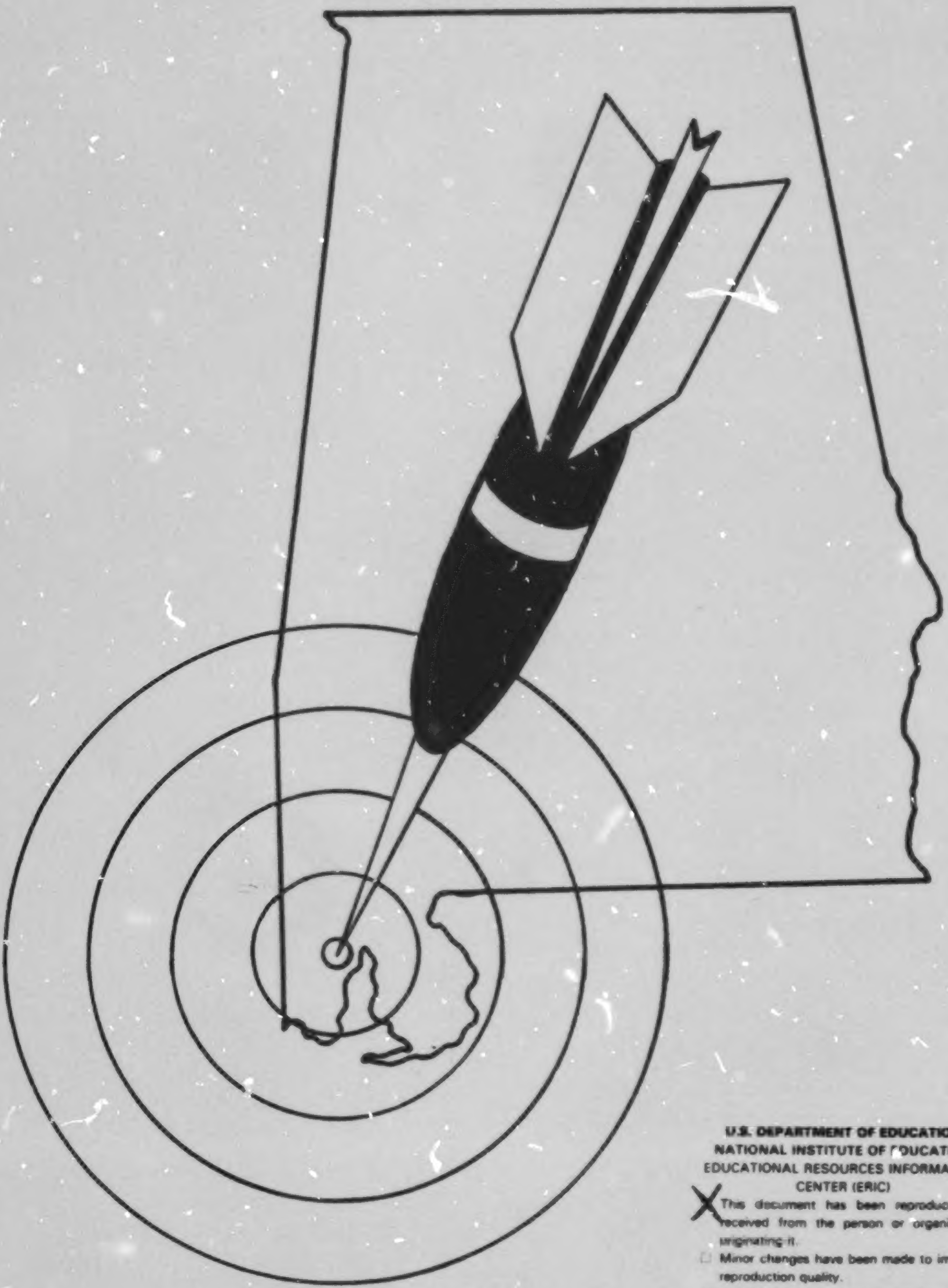

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DIRECTION FOR ALABAMA READING TEACHERS #2
IDEAS, PROCEDURES, TECHNIQUES & PRESCRIPTIONS FOR TEACHING BASIC READING SKILLS

Second Edition-1976

Board of School Commissioners
Mobile County Public Schools
Mobile, Alabama

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Superintendent

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Title I Coordinator

The opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education.

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PREFACE

Probably more concern exists over the improvement of the reading program than over any other single area of the curriculum. By the end of this century, the Right-To-Read ideal should be a reality for all. No one should go through the process of schooling without developing the skills and desire necessary to read to the fullest limits of his capability. This goal is that of a quality Title I Program, also.

The success of an effort to develop the reading skills of students depends in a large measure on whether a school system's instructional program continues to improve its total reading program. This resource book, DART, is intended to enhance a diagnostic-prescriptive approach to teaching and learning, promote the continuity of learning from level to level, broaden the range of skills taught, and develop interest in reading beyond the demands of everyday assignments. Cooperative planning and cooperative teaching are essential to the success of these programs.

Students of all ages and ability levels can engage in critical thinking. Imagination and the ability to read between and beyond the lines are needed if the reader is to develop to the fullest limits of his capability.

The primary objectives of this resource book, DART, is to focus upon reading problems, their identification, and to present guidelines, procedures, technique and prescriptions for teaching basic reading skills to students who need assistance in becoming mature readers. This resource book has been developed primarily for the practicing teacher of reading.

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*Note: If no grade level appears with a game it can be assumed that the game can be adapted for all grade levels.

COMPREHENSION

GENERAL READING SKILL AREA: Comprehension

SPECIFIC READING PROBLEM: Fails to Comprehend

RECOGNIZED BY: The student cannot understand what he has read when questioned about the subject matter, or when simply asked to tell what he has read.

DEFINITION: Comprehension is the process of getting the correct meanings from printed and written materials.

POSSIBLE CAUSES OF THE PROBLEM:

1. Word recognition skills are poor.
2. Poor vocabulary.
3. Practices word calling instead of read fluently.
4. Reading material is too difficult.
5. Lack of interest or motivation.
6. Inattention.
7. High rate of speed in reading at the expense of accuracy.

RECOMMENDATIONS:

1. In teaching a student to comprehend better, the teacher might focus on teaching the following:
   a. ability to recognize main ideas.
   b. ability to recognize important details.
   c. ability to develop visual images.
   d. ability to predict outcomes.
   e. ability to predict a sequence or pattern.
   f. ability to follow directions.
   g. ability to discover the author's purpose.
2. Work on word recognition skills if this is causing the problem.
3. Work on vocabulary and word meaning if this is causing the problem.
4. Use reading material on a lower level of difficulty.

GAMES AND ACTIVITIES:

Let's Build Riddles (Primary, Intermediate Levels)

Purpose: To develop comprehension and word building skills.

Materials: Sets of riddles in which the answer begins with the same letter with which the first ended; chalkboard and chalk or pencil and paper.

Procedure: The teacher writes the riddles and the boxes on the board or duplicates them for each student. Examples:
1. I am man's best friend. dog
2. Flowers are grown in me. garden
3. A bird built me in a tree. nest

The students write the names of the items described in the riddle in the way shown in the illustration.
Variations: The riddles could concern word meanings of current reading, social studies, or health units of study. More mature students could make riddles for the class to play.

Paragraph Meaning (Primary, Intermediate Levels)

Purpose: To develop comprehension in reading paragraphs.

Materials: Pictures that relate to the student's center of interest are pasted on each page of a booklet made by fastening 8 x 10 inch sheets of tagboard together with metal rings. A short paragraph about each picture is written on a 2 x 4 inch card kept in an envelope on the back of the book. A pocket is under each picture or photo corners placed there to hold the card the students choose as a match for the picture. A key gives the students an opportunity for self checking.

Procedure: The students match each card with the appropriate picture, by placing the card in the pocket.

GENERAL READING SKILL AREA: Comprehension

SPECIFIC READING PROBLEM: Response Poorly Organized.

RECOGNIZED BY:
1. The student is unable to state or write events as they occured in a passage he has read.
2. The student is unable to classify and list facts in a sensible manner.
3. The student is unable to distinguish between the major ideas and the related facts.
4. The student is unable to sense relationships.

DEFINITION: Organization of response is the ability to sense order or relationship among the facts read.

POSSIBLE CAUSES OF THE PROBLEM:

1. The student does not comprehend what he is reading.
2. The reading material is too difficult.
3. The student cannot organize his thoughts.

RECOMMENDATIONS:

1. Show the students how "signal words" can give a clue to the order of a chain of events.
2. Put up an action picture and have the students list events that led to this picture as well as those which might follow.
3. Scramble instructions making something; then let the students put the information in the right order and carry out the activity.
4. List the events that took place in a story. Have the students number them according to the order in which they took place.
5. Write activities for the day.

GAMES AND ACTIVITIES:

Who-Where-When-Why

Purpose: To give practice in recalling events in a reading textbook and associating ideas.

Materials: Reading textbooks.

Procedure: The students take turns describing a character or animal from one of the stories they have read. The others guess "who" it is. The one who guesses correctly gets to be IT. A description of a place in a story may be given. The others guess "where" it is. An event in a story may be described and the students tell "when" it happened. A certain event that occured in a story which they have read in their text may be given and the students tell "why" this event took place.

Variation: This could be played by any group that has had similar opportunities to use the same learning materials.

Cautions: Insignificant details should not be included in this game.

Writing a Story

Purpose: To give practice in logically organizing information.

Materials: A descriptive paragraph, with each sentence printed on a separate flash card. Example:

1. Once upon a time there was a giant who lived in a very old castle.
2. The giant was tall and thin.
3. He had lived in the castle for many years.
4. He looked as though he had not had enough to eat.

Procedure: Have the students put the sentences together on a board in a logical sequence. After the students complete their paragraphs, discuss the variations in structure, e.g. would it have been more logical to have had a sequence of 1,3,2,4 in this paragraph?

GENERAL READING SKILL AREA: Comprehension

SPECIFIC READING PROBLEM: Inability to skim to locate specific information

RECOGNIZED BY: The student is unable to rapidly spot certain phrases, facts, words, etc., as he skims or scans reading material.

DEFINITION: Skimming is a mental process of quickly going over material to pick out key words for a quick evaluation of the content.

POSSIBLE CAUSES OF THE PROBLEM:

1. The student has not felt the need for this skill.

2. The student cannot spot key words in a selection.

3. The student has not had enough practice in this skill.

RECOMMENDATIONS:

1. Hold a class discussion on how skimming can be beneficial to the student, the businessman, etc. Lead the students to realize that skimming is appropriate at the following times:
   a. when looking for a name in a telephone book.
   b. when looking for a date in a history book.
   c. when reading the newspaper and looking for a certain article.
   d. when looking for a word in the dictionary.
   e. when trying to determine what an article or book will be about.

2. Give study questions on a reading assignment which can be answered by skimming the material to be read.

3. Have the students skim to find a certain word (name of a city or date in a history book).

4. Show the students that it is possible to get the meaning of some material when many words are missing. Make a paragraph in which some words, unnecessary for comprehension, are missing. Make sure the students understand that they are not to try to supply the missing words.
   Variation: Give the students paragraphs and have them underline only the words that are really necessary for comprehension.

GAMES AND ACTIVITIES:

Finish It

Purpose: To provide practice in skimming.

Materials: A book of which all students in the game have a copy.

Procedure: The teacher gives a page from which she is going to read. Each member of the class hastily turns to that page. The teacher then begins reading somewhere on that page. After reading a few words, he stops and those who have found the place. continue to read to the end of the sentence.

Broadcasting the News

Purpose: To provide practice in skimming.

Materials: A copy of a newspaper for each student.

Procedure: Each student is given an entire page of newspaper. The teacher asks him to find, as quickly as possible, an article about some particular subject discussed in a story on that page. To increase the student's ability to spot quickly in a newspaper the articles in which he is interested, the teacher and the student select a subject, and the student lists all the words for which he might look in a newspaper to find an article dealing with that subject. For example: aviation-airplane, plane, flight, air liner, TWA. The student who finds the article first, gets to report on the article to the rest of the class.

GENERAL READING SKILL AREA: Comprehension

SPECIFIC READING PROBLEM: Unable to Find Main Idea in Reading

RECOGNIZED BY: The student is unable to isolate the main point from the other points in the selection. He may remember irrelevant details, but he cannot state the main idea of the selection.

DEFINITION: The main idea of a reading passage is the general substance of the selection without referring to any specific details.

POSSIBLE CAUSES OF THE PROBLEM:

1. Lack of comprehension.
2. Reading materials are too difficult.
3. The student cannot reduce the paragraph to one general idea.
4. Lack of interest or motivation.
5. The student is reading sentence by sentence or word by word, without gaining meaning from the selection as a whole.

RECOMMENDATIONS:

1. Begin by selecting the main idea of short paragraphs, then, lengthen paragraphs gradually.
2. Have student select appropriate titles for paragraphs, chapters, or short selections.
3. Have student read a paragraph and draw a picture showing the main idea.
4. Show students that riddles are often paragraphs without a main idea. Have them write riddles and allow the rest of the class to guess the answers. Then rewrite the riddles as a paragraph with a main idea.
5. After reading a paragraph have the students tell in their own words, what the author has said.

GAMES AND ACTIVITIES:

Writing Headlines (Upper Elementary, Middle School, Secondary Levels)

Purpose: To give practice in selecting the main idea of a reading selection.

Materials: Short newspaper articles, each pasted on white paper.

Procedure: Number each article for identification and discussion. Have each student read an article with the purpose of finding the BIG idea. On a worksheet numbered the same as the articles, have the students write a brief headline telling what the article is about. After all the students have had the opportunity to read and brief the articles, the headlines each wrote may be shared. Who was able to write the most appropriate headlines?

Main Ideas (Upper Elementary, Middle School, Secondary Levels)

Purpose: To improve the students ability to concentrate and to locate the main idea in a selection.

Materials: Basal readers, science or social studies textbooks.

Procedure: Before giving the students a reading assignment show them a list of true-false questions concerning the material on the reading assignment. Construct the questions so that they test for the main ideas of paragraphs from the reading materials. This will give the students an idea of what they are expected to gather from the assignment and it will improve their ability to recognize main ideas in future reading. Make sure that students understand that the questions test for main ideas and not for details.

African Safari-Sentence Game (Intermediate, Jr. High Levels)

Purpose: To provide practice in recognizing the main idea in a sentence.

Materials: African Safari board, sentences with numbers behind them.

Procedure: The student that obtains the main idea the quickest and the most often, goes around the playing board the fastest to win.

Passport (Elementary, Intermediate, High School Levels)

Purpose: To provide practice in the process of finding the main idea in reading orally or silently.

Materials: Use books, booklets, African Safari game, and various materials such as tapes, pictures, etc.

Procedure: Student reads books, booklets and then is asked question about the material. Student plays the African Safari game and tries to reveal the main idea of each sentence. Student listens to tapes and answers question about what he heard. Student looks at pictures about tapes and tells what happened in that picture.

GENERAL READING SKILL AREA: Comprehension

SPECIFIC READING PROBLEM: Unable to Recall Relevant Details from Reading

RECOGNIZED BY: The student is unable to remember what he has read when asked to recall what was in a passage.

DEFINITION: Recalling relevant details is the ability to separate relevant from irrelevant details. The ability to remember details when asked to write or tell them.

POSSIBLE CAUSES OF THE PROBLEM:

1. Lack of comprehension.
2. Insufficient vocabulary.
3. Lack of interest or motivation.
4. Inattention.
5. High rate of speed at the expense of accuracy.

RECOMMENDATIONS:

1. Always have students read for particular details, not for details in general. Do not make the student retain everything.
2. Help the student develop the ability to separate relevant from irrelevant details.
3. Use reading material that appeals to the student and which portrays vividly a chain of events.
4. Have the student read and then dramatize a story.
5. Have the student draw pictures showing events of a story.
6. Have the students underline events as they occur in a reading passage. They may also number events that occur in succession.
7. Discuss the story's setting thoroughly before reading it. This will help the students to draw parallels to their own experiences and thus remember better.
8. Use easier material in which the student is able to pronounce 95% or more of the words correctly.

GAMES AND ACTIVITIES:

Read My Mind (Intermediate, Junior High Levels)

Purpose: To help students develop habits of remembering what is read in the subject matter areas.

Materials: None.

Procedure: One student is chosen to begin the game. He states that he is thinking about something the class has studied in the area of social studies or science. He then gives one statement related to the specific thing of which he is thinking, e.g. "The person I am thinking about was a member of Lincoln"s cabinet." The others try to read his mind. If they are unsuccessful, he gives another statement as a clue. This continues until someone reads his mind and then this person becomes the leader.
Variations: 1) list of statements summarizing the social studies or science work could be written on the board or duplicated for each student, if the entire class is to play the game. The person who is IT could select one of these statements, and then give sentences as before so that the students might determine which statement he has chosen. 2) This could be played with any story that the whole group has read.
Cautions: The student who leads the game, must not expect the others to read his mind exactly. Any reasonably close answer should be accepted. Help the student who gives the statements to select an important area of the unit being studies.

Truth or Consequences

Purpose: To emphasize the major points gained from reading.

Materials: A number of sheets of paper, each containing a question and its answer; a number of sheets of paper each containing directions for some activity related to the areas of social studies, reading or science.

Procedure: The teacher and students construct the questions for "Truth", checking appropriate references to find the correct answers as related to the work they are doing in their reading, science, or social studies. They then decide on a number of activities for "Consequences" related to their school work. The teacher selects a student for "quizmaster" who chooses a contestant. The contestant must answer one of the questions asked by the quizmaster. If he cannot, he draws one of the sheets of paper containing directions for his "Consequence" and does as it directs.
Variations: The class could be divided into two or more teams, and the team answering the most questions would be the winner.
Cautions: Help the students formulate appropriate questions. Choose activities for consequences that are directly related to specific curriculum areas.

GENERAL READING SKILL AREA: Comprehension

SPECIFIC READING PROBLEM: Unable to locate specific information in reading.

RECOGNIZED BY: The student is unable to skim through or read a passage and pick out and retain the important facts.

DEFINITION: Locating specific information in reading includes the ability to recall specific items of information, note the details within a passage, use facts to answer specific questions, and find statements to prove a point or to answer a question.

POSSIBLE CAUSES OF THE PROBLEM:

1. Fails to comprehend what is read.
2. Reading too fast at the expense of accuracy.
3. Reading material that is too difficult.
4. Inattention.
5. Cannot separate relevant from irrelevant details.

RECOMMENDATIONS:

1. Give reading experiences that require the collection of factual information with close attention to detail.
2. Use material that has considerable factual content, such as science or social studies.
3. Use reading material on a lower level of difficulty.
4. Ask the students to write down all the details from a selection. Have them classify the details from their list as (1) important (2) helpful, but not essential, and (3) unnecessary.
5. Have the students draw a series of pictures to illustrate the details; e.g. the description of a scene.

GAMES AND ACTIVITIES:

Hunter and Hunted (Primary & Intermediate Level)

Purpose: To provide practice in reading for specific questions.

Materials: A basal reader of which each student has a copy.

Procedure: One student is chosen to be the hunter. He asks a question relating to the reading lesson and calls on a student (the hunted) to answer. If the student does not answer correctly he is caught and his name is written under a trap that has been sketched on the chalkboard. Those who can answer all the questions that have been asked are listed on the chalkboard as the "Wise Forest Animals". Those who are caught are given a chance to escape by answering another question correctly.

Detective (Upper Primary, and Above)

Purpose: To provide practice in locating information and skimming.

Materials: Xerox copies of paragraphs from the basal reader, social studies book or science book the student is using. (Note* From one xerox copy, the teacher could make a spirit master and run off multiple copies of certain paragraphs, if he desires.)

Procedure: Xerox a copy of a certain paragraph from a book that the student is using in the classroom. Make sure that the paragraph is about some particular bit of information that probably would be found in a certain type of book. The teacher should use paragraphs which give a clue that can be found in the table of contents or in the index of the book. Tables and graphs are also appropriate if the book has a list of these. Put one of each of these paragraphs, graphs, tables, etc. in an envelope along with a blank sheet of paper. Each student is given an envelope and the assignment is to find where the paragraph, graph, table, etc. came from by using the table of contents, index, list of tables and graphs, appendix, etc. When he finds the answer, i.e. when he finds the same paragraph, table, graph, etc. in his textbook, he writes the information on the blank piece of paper and hands it back to the teacher. Number the envelopes and have the students keep records on which envelopes they have done.

GENERAL READING SKILL AREA: Comprehension

SPECIFIC READING PROBLEM: Unable to follow directions

RECOGNIZED BY: The student is unable to perform a task adequately by simply reading the directions himself, or having them read to him.

DEFINITION: Following directions is the ability to read or listen to a set of instructions and do what they say.

POSSIBLE CAUSES OF THE PROBLEM:

1. Lack of attention.
2. Fails to comprehend the directions.
3. Directions are too difficult.
4. Cannot follow a sequence.

RECOMMENDATIONS:

1. Color pictures according to oral directions.
2. Read directions for playing a game and then play the game.
3. Leave one part out of directions, and let the students decide what it is.
4. Encourage the students to read directions for workbooks, certain math problems, etc., without teacher help.
5. Have students read directions and then build model cars, do science experiments, make buckskin, etc.
6. Have students read from "Popular Mechanics" and/or "Boy or Girl Scout Handbook". Explain directions for a specific project.
7. Let students write directions for getting to a location or for playing a game developed in class.
8. Write directions for paper folding which the students can do at their seats. Have the students read and perform these directions step by step.

GAMES AND ACTIVITIES:

I'm Listening (Intermediate Level)

Purpose: To give practice in placing words in categories and in following directions.

Materials: A duplicated sheet for each child with ten rows of words on the sheet and five words in each row.

Procedure: The players are divided into two teams. Each player is given a duplicated sheet with ten rows of words which are things to "eat", things to "wear", or things to "ride".

1. apple, shirt, orange, bicylce, hat
2. tricycle, steak, potatoes, shoes, bus
3. car, pork, cake, cap, peanuts
4. banana, horse, necktie, beans, cookies
5. traitor, coat, buns, grapes, slippers
6. raincoat, airplane, peas, blouse, train
7. boat, pie, sweater, squash, turnips
8. cart, pony, skirt, apron, ice cream
9. belt, mittens, pudding, crackers, scooter
10. wagon, corn, bread, dress, stockings.

The teacher gives directions (only once) which the players must follow. She might say, "In row one put a line under every word that is something to hear. The students mark their answers as soon as the teacher is finished. She then says "In row two draw a box around every word that is something to eat. Mark an X through each word that is something to ride." The students then mark as they are told. The teacher continues through the other rows, giving different directions for each row on how to mark the answers. One point is given for each row in which all the answers are correct. The team with the most points is the winner.

Variations: Categories other than the three suggested can be used. Written directions instead of oral directions could be used.

Cautions: When first playing the game, students may be able to mark only one thing for each row. The directions should be given only once.

North, South, East and West (Suitable for All Levels)

Purpose: To give practice in reading and following directions.

Materials: A sheet of writing paper for each student with a large square in the center of it and a dot placed in the center of the square; a red crayon; a duplicated sheet of directions for each player.

Procedure: The direction sheets will say, "Write north at the top of your paper, south at the bottom, east to the right, and west to the left. Place your crayon on the dot and go straight north to the side of the square and then go east to the side of the square. Now lift the crayon and place it on the dot again. Go east to the side of the square and then south to the side of the square. Lift the crayon and place it on the dot again. Now go west to the side of the square and north to the side of the square." To have the students correct their sheets, one of them should come to the board and draw as the teacher repeats the directions.

Variations: Various designs can be made by giving different directions. More able students may use such directions as southeast, northwest, etc. Students could make their own drawings and tell in which directions they are going.

Note: Students must maintain concentration in their reading in order to play this game successfully.

How Well Can You Follow Directions?

Purpose: To show the student the need for following directions.

Materials: Ditto copy of direction sheet for each student.

Procedure: To be written on ditto sheet: Sure you can. Or can you? Here's your chance to try it. Just concentrate; but remember, you have only four minutes.

1. Read all directions carefully before doing anything.
2. Put your name in the upper right hand corner of this page.
3. Circle the word "name" in sentence No. 2.
4. Draw two small squares in the upper left hand corner of this paper.
5. Put an "X" in each square.
6. Put a circle around each square.
7. Sign your name under the title.
8. After the title, write "yes, yes, yes."
9. Put a circle around each word in sentence No. 7.
10. Put an "X" in the lower left hand corner of this paper.
11. Draw a triangle around the "X" you just put down.
12. On the reverse side of this paper multiply 3214 by 212.
13. Draw a rectangle around the word "paper" in No. 4.
14. Call your first name aloud when you get to this point in the test.
15. If you think you have followed directions up to this point, call out "I have."
16. On the reverse side of this paper add 4016 and 2026.
17. Put a double circle around your answer. Put a square inside the circle.
18. Count out loud in your normal speaking voice backwards from ten to one.
19. Now that you have finished reading carefully, do only directions 1 and 2.
20. After completing your test, quietly reflect on those not as bright.

GENERAL READING SKILL AREA: Comprehension

SPECIFIC READING PROBLEM: Poor sequencing skills

RECOGNIZED BY:
1. The student is unable to solve problems, follow directions, or retell a story.
2. The student is unable to order events in reading material.

DEFINITION: Sequencing is being able to recognize patterns of events in sentences, paragraphs, or stories. Sequences are often recognized by key phrases such as: next, then, to begin with, etc. Sequencing skills must be mastered in order to follow directions and solve problems.

POSSIBLE CAUSES OF THE PROBLEM:

1. Lack of proper instruction.
2. Lack of visual sequential memory.
3. Lack of interest or motivation.

RECOMMENDATIONS:

1. Read to construct timelines, draw comic strips, put pictures in order, follow directions. Read complete information before starting an activity.
2. Put in order sentences or paragraphs that tell steps in a sequential story or activity.
3. Follow an event through a series of daily newspapers. Represent with numbered pictures and timelines.
4. Scramble instructions for making something; then let students put information in the right order and carry out the activity.
5. Cut up comic strips to be arranged in the correct order.
6. After reading a short paragraph, the students complete blanks or answer questions concerning the sequence of events in the paragraph.
7. After listening to a story, the students are given a list of several sentences pertaining to it. They number the sentences in proper order.
8. Play a recorded news event to the class. Have the students write the main events in correct order. Play the tape again to check results.

GAMES AND ACTIVITIES:

Sentence Puzzles

Purpose: To help students see a sequence of ideas.

Materials: Envelopes, paragraphs or short stories that are written in a logical order.

Procedure: Cut up the stories and/or paragraphs into sentences and past each sentence on a small rectangular piece of paper. Place one story or paragraph in each envelope. Pass these envelopes out to the students and have them assemble the stories in a logical order. Number the envelopes and have the students keep a record of the stories or paragraphs (by envelope number) that they have assembled. The students continue to exchange these envelopes until all have had a turn at each envelope. In some cases the teacher may want to have stories or paragraphs graded according to the reading level of a particular group. In such a case reading group "B" will do only those envelopes marked 1-B, 2-B, etc.

Dial and Read

Purpose: To improve sequencing skills.

Materials: Large rectangular poster board, large circle, and arrow, and a brad. Six envelopes for pockets. Six stories divided into phrases.

Procedure: A "Dial and Read" chart may be made from a large rectangular piece of poster board. Attach the circle in the middle with a brad. Number around the circle from one to six. On both sides of the circle, place 3 pockets; number these from one to six also. Use six different stories, and divide each one into phrases. Place the phrase cards in different pockets. The student will spin the arrow on the circle and locate the pocket with the corresponding number on which the dial lands. He draws a phrase strip from the pocket and reads it. If he can correctly read it, he may keep it; if not, he must return it to the pocket. The game continues until one student can arrange his phrase strips into a complete story.

What You See on the Way to School (Primary Level)

Purpose: To improve sequencing skills.

Materials: A map showing (drawn and labeled) streets, buildings, playgrounds, home, school, etc.

Procedure: The students trace their way from home to school discussing what they see in between and in what order they see them going to and away from school.

GENERAL READING SKILL AREA: Comprehension

SPECIFIC READING PROBLEM: Unable to predict outcome from reading.

RECOGNIZED BY:
1. The student is surprised at events he should have anticipated.
2. The student is unable to predict the behavior or reaction of the character.

DEFINITION: Predicting outcomes is a comprehension skill derived from purposeful reading. This skill inables the student to anticipate outcomes of stories and to predict the behavior or reaction of the characters.

POSSIBLE CAUSES OF THE PROBLEM:

1. Lack of proper instruction.
2. Reading material is too difficult.

RECOMMENDATIONS:

1. Show a series of pictures from a story and ask the students to tell, either in writing or orally, what they think the story will be about.
2. Read to a certain point in a story and then ask the students to tell or write their version of the ending.
3. Ask the students to read chapter headings of a book and predict what the story will be about. Read the story and compare versions.
4. Show your own curiosity and anticipation.
5. Use guessing the outcome as the purpose for reading.

GAMES AND ACTIVITIES:

What is Going to Happen? (Primary, Intermediate Levels)

Purpose: To develop the ability to predict outcomes.

Materials: Duplications of a story without an ending, another set of duplications with the ending inserted.

Procedure: The duplicated sheet of the story without the ending is given to the students to read. They write in the conclusion they think should be given to the story. The reasons for their ending should also be given. The students then read the completed duplication of the story to check their answers.

Choosing the Right Ending (Primary, Intermediate Levels)

Purpose: To improve the students' ability to predict outcomes.

Materials: Cardboard sheets with different short stories pasted on them. Cardboard sheets with the corresponding endings of the short stories pasted on them.

Procedure: The students read the short stories and the conclusions and then match the stories with the endings.

GENERAL READING SKILL AREA: Comprehension

SPECIFIC READING PROBLEM: Unable to understand figures of speech.

RECOGNIZED BY: 1. Misinterpreting symbolic language.

2. Stopping or puzzling over figures of speech.

DEFINITION: Figures of speech are comparisons, expressed or implied, of things not ordinarily thought of as being alike. The most common forms of figurative language are metaphors, similes, and hyperboles.

POSSIBLE CAUSES OF THE PROBLEM:

1. Lack of adequate instruction.

2. Immaturity as a reader.

RECOMMENDATIONS:

1. Draw cartoons showing literal and actual meanings of expressions such as "wolf in sheep's clothing" and "he has a chip on his shoulder."

2. Choose figures of speech from the student's reading material for review.

3. Have students make up riddles using figures of speech.

4. Demonstrate that figures of speech actually have comparisons as their basis.

GAMES AND ACTIVITIES:

Crossing the Channel

Purpose: To improve student's ability to understand figures of speech.

Materials: Two posters, one with figures of speech written on it, the other with the literal meanings printed in mixed order.

Procedure: Select a student to be starter, then divide the rest of the group into two crews. Two members of the opposing crews should face the starter, who should then point to a phrase in the first poster. The first crewman to find the matching phrase in the second poster has crossed the channel and should take his seat. He should be replaced by one of his crewmates. The crew which finishes first wins.

Name the Product (Intermediate, Junior High Levels)

Purpose: To give the student a better understanding of figures of speech.

Materials: Old newspaper advertisements using figures of speech.

Procedure: Advertisements use figures of speech effectively to sell their products. The students are given newspaper advertisements to select figures of speech. Each student displays the figures of speech found and the rest of the class guesses the product advertised.

GENERAL READING SKILL AREA: Comprehension

SPECIFIC READING PROBLEM: Does not recognize cause and effect in reading

RECOGNIZED BY: The student cannot make a reasoned guess as to what will happen next in a selection.

DEFINITION: Cause-effect is a form of organizational pattern in reading that is used to transmit ideas about what is being read. Cause-effect relationships can be stressed by having students point out one where the other is given and explaining their reasoning for linking the two.

POSSIBLE CAUSES OF THE PROBLEM:

1. Poor critical thinking skills.
2. Inadequate instruction

RECOMMENDATIONS:

1. Stress the concept of cause and effect by giving the students a paragraph to read that includes this form. Specific questions should be asked that lead students to see the relationship.
2. Have students read a mystery (or some other interesting story) up to a certain point. Have the students guess what will happen according to the information they already have.
3. Give the end of a passage to the students to review the effects and determine all possible causes for the situation.
4. To make community history more meaningful and interesting, let the students interview older members of the community to learn facts concerning its early settlement, industry, homes and development. Invite members of the community to the classroom as resource visitors. The class may write articles or stories based upon the information learned.

GAMES AND ACTIVITIES:

Matching Game(Upper Primary, Intermediate)

Purpose: To improve the student's ability to recognize cause and effect in reading.

Materials: Felt pens, transparencies, overhead projector

Procedure: On a transparency, write 12 pairs of statements; one of each pair should state a cause and the other, the effect. Divide the students into two teams and instruct them to take turns writing (with the felt pen) a C before each cause statement and an E before each effect statement. One point is awarded for each pair of statements correctly identified. The team with the most points wins.

Example:
E 1. We rowed the boat to shore quickly.
C 2. A thunderstorm broke over the bay without warning.

Multiple Choice of Cause and Effect (Intermediate)

Purpose: To improve the student's ability to recognize cause and effect in reading.

Materials: Paragraphs (duplicated), Multiple-Choice Tests

Procedure: After reading a paragraph the student is given several possible answers to a question about the cause of a particular action. Example:

Sally and Jane went to the store to get a loaf of bread. When they arrived at the store, they saw Sue, a friend of theirs. They talked for some time. Sue invited them to her home. They left with Sue without getting the bread.

The question may be:

Why did they leave without buying the bread?

a. The store was out of bread.
b. They bought rolls instead.
c. They forgot.

GENERAL READING SKILL AREA: Comprehension

SPECIFIC READING PROBLEM: Poor skill in critical reading.

RECOGNIZED BY:
1. The student is willing to accept anything that is read.
2. Immaturity in overall reading comprehension skills.

DEFINITION: Critical reading is the process of evaluating ideas in reading materials. The student forms personal judgements on the quality, value, accuracy and the truthfulness of what is read. The critical reading skills include: fact vs. opinion, drawing conclusions, and making inferences.

POSSIBLE CAUSES OF THE PROBLEM:

1. Lack of adequate instruction.
2. Lack of interest in reading material.
3. Lack of background experience.

RECOMMENDATIONS:

1. Ask questions which require the student to discover and use ideas or facts that are implied by the author but are not actually stated.
2. Teach student to distinquish emotive and informative language.
3. List and discuss propaganda devices.
4. Read advertisements and political speeches and have students identify devices used.
5. Teach student to identify humor, irony, sarcasm, exaggeration.
6. Discuss connotations of words.
7. Develop criteria with the class such as author's background, position, experience with the subject, prejudices, style of writing, and date of publication for use, in determining the competence of the author.
8. Hold panel discussions with students presenting various views on the validity of different opinions.
9. List authorities in specific areas and discuss whether their writing should be accepted or not. Determine why or why not.

GAMES AND ACTIVITIES:

Influence (Intermediate, Junior High, Secondary Levels)

Purpose: To improve critical reading skills.

Materials: On the board, print the following statements:

A.1. A raise of ten dollars a week was recommended for civil-service workers whose annual salaries did not equal $5,000.

2. Modest raises for civil-service workers of ten dollars were recommended for those who earned less than $100 a week.

B.1. There is a shocking increase in the number of crimes committed by boys and girls under the age of eighteen.

2. The number of cases in which boys and girls under the age of eighteen violated the law increased from 1,052 to 1,895.

Procedure: Ask the students which of the paired sentences is designed to influence the reader.

Interpreting Proverbs (Intermediate, Junior High, Secondary Levels)

Purpose: The student improves critical reading skills (propaganda).

Materials: Poster with the following printed on it:

A. "The short cut is often the longest way round."
  1. It does not always pay to avoid taking a little trouble.
  2. Know where you are going.
  3. The smart person knows his own short commings.
  4. Only the foolish go the long way around.

B. "If you enjoy the fire, you must put up with the smoke".
  1. Not everyone is a good camper.
  2. Forest rangers have a hard time with smoke.
  3. Small children should be taught how to use matches wisely.
  4. Every convenience has its inconvenience.

C. "Experience is the best teacher."
  1. Mr. Experience is an excellent classroom teacher.
  2. Books really tell you what is best.
  3. You can learn best by doing.
  4. You won't get hurt if you are careful.

Procedure: Have the students select the best interpretation of the proverb.

Panel Discussion (Intermediate, Junior High, Secondary Levels)

Purpose: To improve critical thinking skills.

Materials: Newspaper and magazine reports of a current controversial issue.

Procedure: Ask the students to bring to class newspapers and magazines with articles from different publishers. Then ask the class to divide into pro and con groups to compare several reports of the same issue noting variations. Guide them in evaluating the papers reputation for containing "uncolored reports" and on the writer's reputation for presenting facts accurately.

GENERAL READING SKILL AREA: Comprehension

SPECIFIC READING PROBLEM: Inability to recognize humor in reading.

RECOGNIZED BY:
1. Inability to recognize humor when reading.
2. Inability to tell if author is serious or not.
3. Inability to recognize sarcasm.

DEFINITION: Reading material containing explicit or implied humor is a part of pleasurable reading to boost reading interest. Humorous reading material is very important in developing the child's own sense of humor for enjoying light situations.

POSSIBLE CAUSES OF THE PROBLEM:

1. Cannot relate written to oral humor.
2. Does not appreciate any humor.
3. Does not understand what makes humor.

RECOMMENDATIONS:

1. Read jokes and other humorous materials aloud with a group.
2. Discuss jokes. Their use of exaggerations, play on words, etc.
3. Listen to albums of jokes - for example Bill Cosby albums.
4. Students make a joke book of each one's favorite jokes.
5. The students make up nonsense rhymes.

GAMES AND ACTIVITIES:

Making Cartoon Books

Purpose: To improve student's ability to recognize humor.

Materials: Old magazines with joke cartoons, construction paper, glue, crayons, scissors.

Procedure: The students look through magazines selecting jokes they think are funny. The students cut these out and paste them on construction paper making a joke book.

GENERAL READING SKILL AREA: Comprehension

SPECIFIC READING PROBLEM: Inability to distinguish Fact and Opinion in reading

RECOGNIZED BY:

1. The student is unable to understand cues that suggest whether a statement is fact or opinion.
2. The student is unable to distinguish fact from opinion.

DEFINITION: A statement of fact can be proved false or verified. Facts may be changed over a period of time, also. An opinionated statement expresses personal feeling and it cannot be proved true or false. Reading material, especially newspapers and magazines, require that the student know the differences between factual information and information that is opinion.

POSSIBLE CAUSES OF THE PROBLEM:

1. Lack of interest or motivation in reading.
2. Inadequate instruction.
3. Lack of ability to find supporting details.
4. Inadequate comprehension skills, in general.

RECOMMENDATIONS:

1. Use the SQ3R method.
2. Have the student read easy material which distinguishes fact from opinion.
3. Make sample questionaires for the student to practice distinguishing fact from opinion.
4. Have the student write a summary for a chapter he has read before he reads the author's summary. Then compare the two summaries to see if they are anything alike.
5. Select reading material that the student is interested in and encourage his reading.
6. Have the student write two stories of a football game, one expressing fact and the other expressing opinion.
7. Give students articles from a magazine and have them determine fact and opinion statements.
8. Have students bring editorials from the local paper and examine the style that differentiates them from news stories.

9. Have students read and compare a biography of a famous person with a fictionalized story about the person.

GAMES AND ACTIVITIES:

Perquacky (Intermediate and Senior High)

Purpose: To provide practice in distinguishing fact and opinion.

Materials: Perquacky game

Procedure: Play by the rules of Perquacky. After the student has made a word and explained its meaning, he should use the word in a factual statement and an opinionated statement. He must do this before the sand runs out of the timer.

Classification(Intermediate,Secondary)

Purpose: To improve ability in distinguishing fact from opinion

Materials: Individual lists of the following or similar statements

Procedure: Have the students classify each of the following statements as fact or opinion.

a. College professors are notoriously absent-minded because they are usually thinking deep thoughts.

b. Almost half of the people who enter college do not succeed in finishing.

c. The British have a better sense of humor than Americans.

d. The cost of bread has gone up in the last four years.

e. Tests show that third grade girls usually read better than third grade boys.

f. If you use this product, you will have a more successful life.

g. Artists and musicians are very temperamental, and display their emotions freely.

h. A law-breaker under 18 is considered a juvenile delinquent, and one over 18 is generally considered a criminal.

i. There are more cars in Alabama today than there were 25 years ago.

GENERAL READING SKILL AREA: Comprehension

SPECIFIC READING PROBLEM: Inability to draw conclusions

RECOGNIZED BY:

1. Inability to answer questions other than factual questions for which the answers are directly stated.
2. Student is unable to predict outcomes.
3. Student is unable to relate his own experiences to those about which he is reading.

DEFINITION: Drawing conclusions involves the skill of "tying together" what one has read and predicting outcomes or answering questions not directly stated in the material.

POSSIBLE CAUSES OF THE PROBLEM:

1. Inability to associate printed material with real-life experiences.
2. Too much emphasis on recalling factual details.

RECOMMENDATIONS:

1. Have students discuss experiences in their lives that are similar to those about which they are reading.
2. Emphasize the real-life characteristics of the famous people the students are studying.
3. Always include in any set of comprehension questions, several questions that require inferential and critical thinking rather than simply factual recall.
4. Play games that involve completing riddles with familiar vocabulary words.
5. After reading part of the lesson, have the students predict what is going to happen next and tell why they think this will happen.

GAMES AND ACTIVITIES:

Giving Reasons For Actions (Primary, Intermediate)
(This game could be adapted for Secondary)

Purpose: To provide practice in "reasoning out" the actions of characters when they are not fully explained in the text.

Materials: Duplicated paragraphs taken from the student's text.

Procedure: Select several paragraphs taken from the student's text in which the character's actions are not fully explained. For each selection prepare a question about why the character acted as he did and several choices for the student's response.

Example:

The bear hurried down the shady path when he saw bees flying overhead. "Mmmmm! Some honey for supper," said the Bear.

Question:

Why did Mr. Bear think he would have honey for supper?

1. He smelled honey.
2. He knew he would get honey if he followed the bees to their home.
3. He knew his wife would have some waiting for him.

Drawing Conclusions (Primary, Intermediate, Secondary)

Purpose: To provide practice in reading for deeper meaning beyond the printed facts.

Materials: Duplicated selections taken from the student's reader, science textbook or social studies book. The questions used should require the student to derive from the material information other than the printed facts.

Procedure: Select short passages from which the students may derive the following types of conclusions:

a. What time of the year is it?
b. Did this happen within recent times?
c. Where did this take place?
d. Do these people live the same as we do?
e. What would you like about doing these things?

Have the students discuss the reasons for their answers.

GENERAL READING SKILL AREA: Comprehension

SPECIFIC READING PROBLEM: Inability to find the author's purpose

RECOGNIZED BY:

1. The student finds no satisfaction in reading because he recognizes no purpose in the printed material.
2. The student is unable to state the purpose of the material he reads.

DEFINITION: The author's purpose is not always stated directly in the reading material. The student must infer the purpose from his understanding of the context.

POSSIBLE CAUSES OF THE PROBLEM:

1. Inability to understand what is meant by the term "author's purpose."
2. Lack of training in "inferring".(Poor inferential skills)

RECOMMENDATIONS:

1. Give the students practice in finding the main idea and then have them relate the main idea to the author's purpose.
2. Give the students practice in making inferences. Use riddles or guessing games in which one clue is introduced at a time.
3. Always give the students a reason (purpose) for reading, such as: "Read this story to find out what the author is trying to tell you about the masked bandit."

GAMES AND ACTIVITIES:

Finding The Purpose Through The Main Idea & Supporting Details (Intermediate, Junior and Senior High School)

Purpose: To develop inferential skills necessary for finding the author's purpose.

Materials: Selections from books, magazines, or editorials that have been duplicated.

Procedure: Select articles that have a clear and definite purpose; editorials are especially good material for beginners who are having problems finding the author's purpose. After the material has been read, and the main idea and supporting details determined, the student should complete the following sentence:

"The author wrote this material to ________________."

The student should then discuss the facts from the printed material that lead him to an understanding of the author's purpose.

Identifying The Author's Purpose (Intermediate & Secondary)

Purpose: To give the student experience in determining the author's purpose.

Materials: Simple paragraphs and a multiple choice selection from which the student chooses the best representation of the author's purpose.

Procedure: Duplicated simple paragraphs and multiple-choice selections for each paragraph. Have the student select the best statement of the author's purpose.

Example:

The doctor was in the best condition. He looked especially strong and young. The resemblence between him and his daughter, Mary, was very strong at times, and as they sat side by side, she leaning on his shoulder and his arm on the back of her chair, it was very easy to trace the likeness.

The author's purpose is to:

a. Show the reader the doctor's good health.
b. Show the reader the resemblence between the doctor and his daughter.
c. Show the reader the father-daughter relationship.

ORAL READING

GENERAL READING SKILL AREA: Oral Reading

SPECIFIC READING PROBLEM: Word by Word Reading

RECOGNIZED BY: Student pausing after each word, not allowing the words to flow as they would in a conversation.

DEFINITION: Word by word reading is a lack of fluency in reading. The student is not able to fuse his words into large units of meaning.

POSSIBLE CAUSES OF THE PROBLEM:

1. Overdependence on phonics.
2. Lack of word recognition skills.
3. Habit.
4. Lack of proper eye movement habits.

RECOMMENDATIONS:

1. Use reading material on a lower level of difficulty.
2. Use selections with familiar vocabulary.
3. Give a series of timed silent reading exercises to maintain a comfortable pace and not to increase speed per se.
4. Provide experience in choral reading.
5. Have the student read conversation and poetry.
6. Have the student write his own story and tape record it as he reads it aloud.
7. Work on sight vocabulary.
8. Discuss reading as "talk written down."
9. Record several students talk and then record the reading of dialogue. Let the students listen and compare the differences between talk and dialogue.

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GENERAL READING SKILL AREA: Oral Reading

SPECIFIC READING PROBLEM: Incorrect Phrasing

RECOGNIZED BY:
1. Failure of the student to pause or take a breath at the proper place in the material he is reading.
2. The student often ignores punctuation, especially commas.

DEFINITION: Incorrect phrasing is a fluency problem in oral reading. It may be expressed in a variety of ways. These include: omission of punctuation marks, phrases not expressed in thought units, choppy reading, word by word reading, etc. Remediation would depend on the cause of the incorrect phrasing.

POSSIBLE CAUSES OF THE PROBLEM:

1. Insufficient sight word vocabulary
2. Insufficient comprehension skills
3. Poor oral reading skills

RECOMMENDATIONS:

1. Tape record and let student listen to the properly phrased passages. Let student imitate.
2. Use material with no vocabulary problems, allowing student to concentrate on phrasing.
3. Use material containing many conversational passages.
4. Discuss punctuation marks, comparing them with traffic signs (period = red light, comma = yellow light),even color code punctuation marks.
5. Read to the class demonstrating proper phrasing.
6. Use choral reading.
7. Color code different phrases in sentences, making each phrase a different color.
8. Have children dramatize conversation.

GAMES AND ACTIVITIES:

Pony Express (Primary, Intermediate Levels)

Purpose: To provide practice on phrasing.

Materials: Pocket chart, Sight phrase cards

Procedure: Fill a pocket chart with sight phrase cards. Each phrase may represent a letter in the pony express saddle bag. The students come, one at a time, to claim their letters and read them to the rest of the class. After all cards have been removed from the chart the students exchange cards (letters) and begin again by mailing their letters (placing them back in the pocket chart).

Stand-up Game (Primary, Intermediate Levels)

Purpose: To provide auditory practice with phrasing.

Materials: Semi-circle of chairs, three or four page story with many declarative sentences.

Procedures: Students seat themselves in a semi-circle of chairs. Teacher faces them. She reads the story aloud. Each time she pauses for a period the students stand up and sit down. If a student does not stand he must leave the circle. The students remaining when the story is complete win the game.

GENERAL READING SKILL AREA: Oral Reading

SPECIFIC READING PROBLEM: Poor pronunication

RECOGNIZED BY: The student's inability to correctly words when reading orally.

DEFINITION: Failure of the student to pronounce a word as it should be.

POSSIBLE CAUSES OF THE PROBLEM:

1. The student may be weak in his knowledge of phonics.
2. The student may possess, but not use, his knowledge of phonics.
3. Hearing defect.
4. Careless reading.
5. Speech defect or accent.

RECOMMENDATIONS:

1. Have the student's hearing checked.
2. Have the student's speech evaluated.
3. Teach the phonics skills where weaknesses are indicated.
4. Make lists of certain letter combinations which usually have the same sound, that is, -tion, -ance, -edge, etc.
5. Make lists of prefixes and suffixes but avoid teaching the the meanings.
6. Have the students make word cards or lists and build their own file of words which they habitually mispronounce.
7. If the student possesses a knowledge of phonics that he does not use, give him exercises in which he is required to put that knowledge to use.

GAMES AND ACTIVITIES:

Speech Race (Intermediate Level)

Purpose: To provide practice in usage of words often mispronounced.

Materials: (1) A list of sentences to be placed on the chalkboard or on paper. Sentences should include words that students often mispronounce, i.e. Just (jist), see how the cars can (kin) go. Or, Bill thinks his will (his'l) win. (2) A piece of oaktag about 8" by 36" blocked into four rows. Have each row divided into ten sections three inches long with a finish area six inches long. (3) Four toy cars that fit into the rectanglar area on the race-track.

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Procedure: Divide the class into four teams, each enter a car in the race. To play the game, move the cars one space along the racetrack each time a player reads a sentence correctly. Begin with player 1 on team 1, then player 1 on team 2, and so on. The team which get its car to the finish line first is the winner.

Pronounce It Right (Intermediate & Above)

Purpose: To give practice in correctly pronouncing words that are often mispronounced.

Materials: A list for the teacher containing such mispronounced words as: hundred-not hunnert or hunderd, just-not jist or jest, because- not becuz

Procedure: Divide the class into two teams and have them line up as in a Spelling Bee. The teacher spells a word, such as: h-u-n-d-r-e-d. The first student on team 1 pronounces the word and gets a point if he pronounces it correctly. The teacher then goes to the first student on team 2 and the game continues. The team with the most points at the close of the game wins.

GENERAL READING SKILL AREA: Oral Reading

SPECIFIC READING PROBLEM: Omissions

RECOGNIZED BY: Pupils omitting certain words and/or phrases. Sometimes only letters are omitted.

DEFINITION: Omissions are those words and/or phrases left out when the student reads a selection aloud.

POSSIBLE CAUSES OF THE PROBLEM:

1. Insufficient sight word vocabulary.
2. Insufficient word recognition skills.
3. Poor reading habits.

Before beginning a program of remediation the teacher should try to determine the cause. The teacher may have the student read material at the level which he is making omissions, and then note the per cent of words omitted. Or, the student could be given a much easier passage. The teacher should note whether omissions still occur. If omissions continue with approximately the same per cent of occurrance, he may assume that they are a result of bad habit. If, on the other hand, the per cent of omissions markedly decreases, he may assume that sight word recognition and/or word attack skills are a problem for the student.

If word recognition skills are the problem, then the suggestions recommended under Specific Reading Problems for phonics, structural analysis, and dictionary skills may be appropriate.

If the student does not have instant recognition of words (which for his grade level should have become sight words) he lacks a basic sight word vocabulary. It would then be necessary to help him build a sight vocabulary. (For improving this area see Basic Sight Words Not Known Under Word Recognition Skills)

If the student's problem is determined to be one of poor habits or carelessness the suggestions that follow should be helpful.

RECOMMENDATIONS:

1. The reader's attention should be called to omissions when they occur. Making an immediate correction is the first step in breaking the habit.
2. Often a paper guide is helpful to younger readers. This may be a piece of paper approximately ½" x 2" with a tail on the bottom for a handle, (a "T" shape). Moving this along the line of print as the student reads will

help him to keep his place. Remember the paper guide should be discarded as soon as possible.

3. If whole words or phrases are consistently skipped the student may be required to point to each word as he reads it. Make sure the student reads the word he is pointing to and not several words ahead of, or behind his finger. The teacher will discover a tendency for the reader to get ahead of, or lag behind the word to which he is pointing. Having him pick up his finger slightly from word to word will help to improve this problem. (This also should be stopped as soon as possible.)

4. Have several students choral read or let one student read with a tape recorded reading passage.

5. Ask detailed questions which require thorough reading. Do this with only a sentence or paragraph at a time. Students often will omit adjectives. In this case it is often helpful to give the student a list of questions you intend to ask him after he has finished reading. By asking questions such as, "What color were the flowers?", etc., the student will be forced to focus on adjectives that could otherwise easily be omitted.

6. Giving help with word middles or endings often will help with the problem of omitting these parts of words. The student's attention might be called to certain middles and endings, and the teacher may make lists of common letter combinations.

GAMES AND ACTIVITIES:

1. Compare sentences with and without omitted or inserted words. The sentence as it appeared in the text should be written on the chalkboard or on overhead projector transparencies. Under it should be written the student's version. Both sentences should be studied and the differences in meaning caused by omissions pointed out.

2. Use choral reading. This is a "follow the leader" type exercise. Students who are careful readers are selected as the leaders. Others follow the text exactly as it is read by the leader. This exercise directs the attention to the exact words of the author and gives little chance for omitting words. Any omissions are readily noticeable during the reading. This exercise has distinct advantages for students whose omissions are caused in part by embarrassment when they read alone.

3. Have students study written directions. Written directions must be read correctly, or the wrong information will be secured. Prepare several sets of directions for performing

activities related to reading. Have students read the directions and perform the activities. If there is difficulty, read the directions orally and find which words cause the trouble. Write the troublesome words on the chalkboard, analyze them for pronunciation, and find their meanings, When students have learned the words thoroughly, complete the activity. Use the exercise to show the necessity for careful, exact reading.

4. Have students read silently before reading orally. Silent reading should always precede oral reading. This gives students a chance to locate and analyze any words that are unfamiliar or difficult before they are called upon to pronounce them in an audience situation. Prereading silently also helps students to become familiar with the material in its entirety before it is read aloud.

5. Provide practice in reading from phrase cards or tachistoscope exercises. Practice with flashed materials encourages students to give closer attention to details. It also speeds the perceptual process thereby making it easier for students to scan words with greater accuracy during regular reading. Flashed exercises should begin with relatively easy materials exposed at a moderate speed about 1/25 second. As students gain facility in recognition, the materials should be flashed at greater speeds until 1/100 second is attained. Materials should then be increased gradually in difficulty with the speed remaining constant.

GENERAL READING SKILL AREA: Oral Reading

SPECIFIC READING PROBLEM: Repetitions

RECOGNIZED BY:
1. The student re-reads words or phrases.
2. The student repeats a word or phrase just preceding a word not instantly recognized by him.

DEFINITION: Repetition is the act or an instance of repeating. In oral reading it is to say a word or a group of words again before moving on to the next word.

POSSIBLE CAUSES OF THE PROBLEM:

1. Poor word recognition skills.
2. The development of a bad habit.
3. Attempting to sound fluent.
4. Material too difficult.

RECOMMENDATIONS: Determine the cause of the repetition. If it is a result of a deficiency in word recognition skills use recommendations listed in the sections on Word Recognition Skills. If the problem results from bad habits use the following recommendations:

1. Call the repetitions to the student's attention. This is the initial step in breaking the bad habit.
2. Have the student read in unison with a tape recording of a passage.
3. Have the student do choral readings.
4. Use the oral impress method.
5. Use mechanical devices which are designed to project a certain number of words per minute and which prevent the reader from regressing. The Controlled Reader is recommended.
6. Provide easier or more familiar material in which vocabulary presents no problem.
7. Check visual perception.

GAMES AND ACTIVITIES:

Football Game (Primary Level)

Purpose: To provide practice in oral reading by providing an interesting and challenging way for students to try to read sentences without errors, including repetition.

Materials: A football field is drawn on a 26 x 20 inch paper, including goal posts, and a paper football three inches long. This game is played by four students with two on each side. A story from a reader or a group of sentences is selected.

Procedure: Five lines read wothout an error is the first down. Each player may have one chance to recover the fumble (correct error) before losing the ball. A team may keep the ball as long as its members are able to make first downs. When one team loses the ball, the other team must take over from its position on the field. The ball must be read over the goal line for a touchdown. A touchdown counts six points. One sentence must be read correctly for an additional point. A team may be penalized five yards for unnecessary talking.

Individual Hand Tachistoscope (Suitable for All Levels)

Purpose: To provide practice in reading without repetition by working toward fluency in words naturally phrased together when a story is read aloud.

Materials: Fold in half a sheet of oak tag measuring 6" x 5" long. Cut a rectangular window (exposer) 3" x 3/8" in one half of the folded sheet of oak tag. Tape sides together with a strip of adhesive tape. Use a single sheet of oak tag on which to write phrases from a reading selection.

Procedure: Insert the phrase sheet into the tachistoscope with about one-half inch of the sheet extending beyond the top of the tachistoscope. Mark lightly with pencil the rectangular space where the phrases should appear so the phrases may be typewritten in the proper spaces. When each rectangle is drawn, mark a place for the numbers as shown on the sheet, close to the top of the tachistoscope. When the phrase sheet is being pulled through the tachistoscope, the number will indicate whether or not the phrase is in place at the window. Students can practice reading phrases which might present some difficulty in a story which is about to be read orally.

GENERAL READING SKILL AREA: Oral Reading

SPECIFIC READING PROBLEM: Inversions or Reversals

RECOGNIZED BY:

1. Student reading words from right to left, instead of the normal left to right sequence, e.g. was for saw, or pot for top.
2. Student reading letters in reverse, e.g. d for b, or p for g.
3. Student making partial reversals in words (letters within words), e.g. ant for nat.
4. Student reversing words within sentences, e.g. "The rat chased the cat," instead of, "The cat chased the rat."

DEFINITION: A reversal or inversion is the confusing of a letter, word, or part of a word order. Reversals, both of letter and words, are quite natural for beginning readers. Usually, they are not consistent, but if consistency in inversions is suspected, testing for reversals should be done.

POSSIBLE CAUSES OF THE PROBLEM:

1. Failure to develop a consistent left to right eye movement or a left to right reading pattern.
2. Mixed dominance, i.e. a mixture of right and left sidedness.
3. Poor visual discrimination.
4. Failure to realize that the order or position in which letters appear makes a difference.
5. Inattention
6. Immaturity
7. Improper instruction
8. Reading too rapidly

RECOMMENDATIONS:

1. Use the Kinesthetic Method (tracing).
2. Use Frostig materials.
3. Emphasize left to right in everything. For example, cover words or sentences with hand or a card. Read word or sentence as it is uncovered. A window marker is helpful for this activity.

4. Use a card with the word printed on it and color lightly the first letter.

5. Place design, e.g. diamond or star, over first letter to call attention to word.

6. Place letter on 3" x 5" card. Have child trace it until he can write it correctly. Then have him practice writing it on paper and on chalkboard.

7. Use pictures illustrating words beginning with the letters the child reverses, e.g. b for boat and d for duck.

8. Allow child to use typewriter to practice letters or words with which he has difficulty. This allows child to see words formed from left to right.

9. Pair letters causing difficulty (p and q). Have student trace letters with index finger sounding each letter as it is traced.

10. Have student read slower and see if percentage of reversals decreases.

GAMES AND ACTIVITIES:

Story Time (Primary Level)

Purpose: To differentiate letters frequently reversed.

Materials: Chalkboard, Chalk, Flannel Board.

Procedure: Teacher writes sentence on the chalkboard or places letters on flannel board. For example, she could say and write b is right here, and then point to the letter b. She then asks other children to go to the flannel or chalk board and make their own sentences about the letter b. For more interest in the stories the letter b can have a name, such as Bucky, Billy, or Bobby.

Letter or Word Bingo (Primary, Intermediate Levels)

Purpose: To teach letter and word discrimination

Materials: Cards with hard to discriminate letters and words on them, such as d and b, on and no, saw and was, m and w. Color code the letters and words so they cannot be confused. For example, make all the letters b blue and all of the letter d green. Do the same thing with the words.

Procedure: Have a child in the room who knows these words or letters well call out the letter or word. Have the other children place a circle on their word or letter until they have Bingo. Allow different children to call, while the others play. Set up teams to see who can get their Bingo the fastest.

GENERAL READING SKILL AREA: Oral Reading

SPECIFIC READING PROBLEM: Insertions

RECOGNIZED BY: The student adding words which are not present in the sentence, paragraph, or phrase.

DEFINITION: An insertion is a word (s) or phrase (s) added in a sentence that is not visibly present in that sentence.

POSSIBLE CAUSES OF THE PROBLEM:

1. Carelessness.
2. Lack of comprehension.
3. Oral language development surpasses reading level.

RECOMMENDATIONS:

1. Call the student's attention to each insertion. He may not be aware that he has this habit.
2. Ask questions that require exact answers. Sometimes the student follows a pattern in making insertions (such as adding adjectives). You may wish to provide questions for him to look at before he reads the story. Focus the questions on a correct reading of the material as it is written. Use questions such as, "Does it say how big the frog was?" "Was it a sunny warm day, a sunny cold day, or just a sunny day?"
3. Have the students read along with a tape recording of a reading passage.
4. Have the students do choral reading.
5. If student makes frequent insertions, have him point to each word as he reads. Have him lift his finger up and bring it down on each word as it is read. Do not allow him to continue this after the habit has been overcome.
6. Play a tape recording in which the student made insertions. Ask him to follow the written passage. Have him write on the written passage the insertions that were made on the oral reading of that material. Use the student corrected passages as a basis for discussing the problem.
7. Play a game using flash cards which contain sentences or phrases from the story that the student is currently reading. Flash a sentence or phrase in front of him for a few seconds (length of time depends on length and complexity of passage), and ask him to repeat exactly what he has read.

GAMES AND ACTIVITIES:

Can You Remember? (Primary, Intermediate, Junior High Levels)

Purpose: To provide practice in reading exactly what is printed.

Materials: Sentence strip, or flash cards, large enough and long enough to put sentences, or phrases on; magic marker.

Procedure: Write a sentence or phrase from the current story. Flash each card in front of the student for a few seconds. Ask him to repeat exactly what he saw on the card. If he is able to repeat the sentence or phrase exactly, he is allowed to keep the card. If, however, he is not able to repeat it, he does not get the card.

Variation: Tell the student to find the passage (s) that he missed in the story to see if he can pinpoint his error.

What Did I Say? (Suitable for All Levels)

Purpose: To develop phrase recognition, and the ability to follow directions, to call attention to carelessness.

Materials: Flash cards; magic marker.

Procedure: Write specific directions on individual flash cards. As the cards are flashed before the class or group, have certain students respond to directions. For example:

1. Close the door.
2. Give a pencil to a brown-eyed boy.
3. Stand up. Turn three circles. Touch the desk behind yours.
4. Draw a circle inside of a triangle on the board.

GENERAL READING SKILL AREA: Oral Reading

SPECIFIC READING PROBLEM: Substitutions

RECOGNIZED BY:
1. The student substitutes a contexually correct word in place of the literally correct word, e.g. "pan" for "pot", "home" for "house", etc.
2. The student uses any context clue, picture clue, or any clue that he can use to provide a substitute. This is usually done in an attempt to prevent disclosing his lack of word recognition. In this case, the word may be similar or it may not have any relation to the correct word. He may read "house" for "horse".
3. Listening to the student read.

DEFINITION: Substitution is a practice in reading in which the student calls or reads a different word in place of the word in the text. There are two types of substitutions: (1) substituting a word that is contexually correct (has the same meaning--a synonym), and (2) substituting a word using any clue (can be a picture on a card or in the book, the initial letter, general configuration of the word (e.g. general appearance), (3) substituting the medial sound or ending.

POSSIBLE CAUSES OF THE PROBLEM:

1. Making an error in correct identification of the proper word in spite of comprehending context of the word.
2. Reading too rapidly.
3. An attempt to conceal lack of knowledge of a particular word.
4. Reading material too difficult for his particular reading level.

RECOMMENDATIONS:

1. Increase sight vocabulary.
2. Use Controlled Reader — set for slower speed.
3. Check the words per minute with average for grade level and consider deviation of 10 - 25% as normal.
4. Build confidence in the student so he won't find it necessary to try to conceal deficiency.
5. Determine correct reading level and use materials at proper level for instruction in all subjects.

6. Use practice cards on sheets that have similar words on them (these beginning the same way) and get student to practice reading them.

7. Treat the problem lightly since it is not a serious error and emphasis may create more problems — in the case of making logical substitutions.

8. Place emphasis on discriminating endings.

9. Teach vowels and "vowel -- consonant — final e" rule.

GAMES AND ACTIVITIES:

Checking Reading Rate (Intermediate, Middle School Level)

Purpose: To check reading rate on different type materials.

Materials: Comic books and selected paragraphs.

Procedure: Have the student read a comic book. Check rate. Choose a paragraph from a text at appropriate level and tell him you will be asking questions on this material. Check reading rates of material and point out differences in purpose and content of materials. (This method should be adaptable through grades 2-8) For higher grades give study guides for material to be read.

Reading Norms: Taylor, Frackenpohl, and Pettee

Words Per Minute:	80	115	138	158	173	185	195	214-250	280
Grade:	1	2	3	4	5	6	7	High School	College

Word Bank (Primary, Intermediate Level)

Purpose: To build sight vocabulary -- also, remediate substitutions.

Materials: Word cards containing words and pictures to illustrate words; an Interest Inventory.

Procedure: Choose words from interest area indicated, e.g., animals, cars. sports. Take these from an Interest Inventory given earlier. Word Bank idea.

Use word cards with a word accompanied by a picture representing the word on the same card. Cut the cards into two pictures in different patterns along the edge. Be sure to include the words the child substitutes: "House" — "Home". On House card put a simple house. On Home card draw a family in addition to house. Pass out a selected number of these divided cards. Call this "Match Game". Let child line up words in column. Match with pictures.

GENERAL READING SKILL AREA: Oral Reading

SPECIFIC READING PROBLEM: Guesses at Words

RECOGNIZED BY: Student guesses at new words instead of analyzing the correct pronunciation.

DEFINITION: Guessing at words instead of attempting to decode them by using word attack skills.

POSSIBLE CAUSES OF THE PROBLEM:

1. No knowledge of phonics and/or structural analysis.
2. Not using his knowledge of phonics and/or structural analysis.
3. Not making use of context clues.

RECOMMENDATIONS:

1. Administer the Phonics Survey or a similar test.
2. In oral reading call attention to the words at which the reader guesses. At the same time help the student in the systematic analysis of the word. Help him to sound the first sound, the second, etc. Then give help in blending these sounds together.
3. As the student reads, circle or underline the words he guesses. Present the material read by the student to him in a form in which the words he guesses are blank lines. Ask him to fill in the correct words from context.
4. Develop the habit of having the student re-read several words preceding the unknown word, pronounce at least the first sounds of the unknown word, and then read several words following the unknown word.
5. Give the student sentences in which there is one difficult word which he has guessed in his oral reading. Have him work independently, using the method described in #3 above to determine correctness of the difficult words.
6. Teach the student that there are several types of context clues. He does not have to catagorize them; however, working with several different kinds will enable him to become more adept in their use. For example:
   a. Definition Context Clues: The word mongrel sometimes refers to a dog of mixed breeds.
   b. Synonym Context Clues: The team was gleeful and the coach was also jubilant because they had won the game.
   c. Contrasting Words: He was antisocial, but she was very friendly.
   d. Common Sayings or Expressions: It was dark as pitch.

7. Use commercially prepared materials designed to improve use of context clues.

GAMES AND ACTIVITIES:

Word Trail (Suitable for all Levels with Modifications)

Purpose: To provide practice on consonants, consonant blends, vowels, diagraphs and diphthongs.

Materials: A piece of tagboard; a list of blends, consonants, etc., to be taught; pieces of corn (or something similar) to use as players; a die.

Procedure: Draw a margin (approximately two inches) around the tagboard. Divide the margin into spaces large enough for inserting the phonic elements for practice. On the corners and in several spaces between corners insert penalties and rewards such as take another turn; move back three spaces etc. The players then take turns shaking the die and moving their player (a piece of corn, etc.) along the spaces, saying each phonic element as they move. If they cannot say a certain phonic element, they must stop on the space behind it and wait for another turn. The first player around the "word trail" is the winner.

Prefix and Suffix Baseball (Suitable for all Levels with Modifications)

Purpose: To provide practice in recognizing prefixes and suffixes, and their meanings.

Materials: Make cards with a prefix such as un_____ or a suffix such as _______ly on them. Be sure to include the line to indicate whether it is a prefix or a suffix.

Procedure: This game is not to be used until considerable work has been done with prefixes and suffixes. English speaking children have less trouble with it since they already have a large vocabulary and only need to realize that these words contain prefixes and suffixes.

Each of the two teams chooses a pitcher who will dig in a box and "pitch" a word to the "batter". The batter will think of a word to go with the prefix or suffix and then pronounce it. If he does this but cannot use it in a sentence he has made a "single". If he can think of a word, pronounce it and use it in a sentence he has hit a "double". After the children become more adept at the game the teacher may wish to confine the hits to singles to slow down the game.

GENERAL READING SKILL AREA: Oral Reading

SPECIFIC READING PROBLEM: Reads with little expression

RECOGNIZED BY: The student is unable to read with expression. He reads in in a monotonous voice and very choppy.

DEFINITION: The student who reads with little expression is that student who reads each word, phrase, or sentence in a monotone voice. There is no voice inflection for any word or punctuation mark.

POSSIBLE CAUSES OF THE PROBLEM:

1. Hearing loss.
2. Failure to anticipate and express meaning.
3. Lack of training in oral reading.
4. Lack of instruction in the importance of punctuation as it relates to meaning.

RECOMMENDATIONS:

1. Have hearing tested.
2. Practice phrasing with the student.
3. Demonstrate monotone verse meaningful reading.
4. Punctuate material to show meaning.
5. Mark phrases for reading.
6. Tape record and let the student listen to recording.

GAMES AND ACTIVITIES:

Role-Playing or Dramatization (Intermediate Level)

Purpose: To provide practice for the students in reading with expression.

Materials: High interest-low vocabulary reading material used for recreational reading.

Procedure: Have the students select a story they would like to read. Let them read the story silently and then select the character they would like to be. As the story is read orally, the teacher reads the narration and the students read the parts of each character which appears in quotation marks. Emphasize the student reading his part with expression.

Poetry Reading or Choral Reading(Intermediate Level)

Purpose: To provide practice for the students in reading with expression.

Materials: Poetry or nonsense poems selected by the teacher.

Procedure: Assign the students alternating stanzas of a poem or parts in a nonsense poem. The teacher reads the first line and the students read the second line and so on with the teacher and students alternating their reading until the reading selection is completed.

GENERAL READING SKILL AREA: Oral Reading

SPECIFIC READING PROBLEM: Poor Enunciation

RECOGNIZED BY: The student's inability to clearly or correctly articulate words when reading orally.

DEFINITION: Enunciation concerns the failure of the student to enunicate all parts of a word as it should be.

POSSIBLE CAUSES OF THE PROBLEM:

1. Hurrying through material.
2. Poor speech habits.
3. Feelings of insecurity when reading aloud.
4. Imitation of poor speech models.
5. Experience background.
6. Fear of making errors.

RECOMMENDATIONS:

1. Make tapes of students.
2. Tape record readings and play these back for the students to listen.
3. Have students listen to material read by a good oral reader and then have them practice reading the same material.
4. Read simultaneously with the student (Oral Impress Method)
5. List and practice words on which the student is having problems enunicating.

GAMES AND ACTIVITIES:

The Mouse's House (Primary Level)

Purpose: To improve enunication and rhythm in oral reading.

Materials: Teacher copy of the poem, "The Mouse's House" by Pat Day

One time there was a woodland mouse
Who lived inside a funny house.
(1-2) It had no doors,
(3-4) It had no floors,
The home of Mister Mouse.

The mouse's house was full of weeds,
And bits of grass, and little seeds.
(1-2) There were no chairs,
(3-4) There were no stairs,
And yet it seemed to suit his needs.

The little mouse has no bed.
There was no rooftop overhead.
(1-2) There was no clock,
(3-4) There was no lock,
No lamp (they used the sun instead).

   1   2   3   4
No roof, no lock, no clock, no doors,
   1   2   3   4
No bed, no chairs, no stairs, no floors,
Where was the house of Mister Mouse?
Why, in a grassy field outdoors!

Procedure: The teacher reads the poem while the students listen. On the second reading the students are asked to listen in order to be able to join in next time. The poem may be repeated until the students are familiar with it. When all know the poem, they may be divided into four groups and the poem spoken by the numbered groups. A leader may speak the unnumbered parts.

Mother Goose Bee (Primary or Intermediate Level)

Purpose: To encourage clear speech by using well-known rhymes.

Materials: None

Procedure: The players line up as they would for a spelling bee, facing the class. Give each child the first line of a familiar nursery rhyme and ask him to supply the second line. Stress clear speech and a pleasing voice. Later on, other children could be encouraged to dramatize the meaning of the lines they are speaking.

GENERAL READING SKILL AREA: Oral Reading

SPECIFIC READING PROBLEM: Reads too rapidly

RECOGNIZED BY: The student is unable to read at a reasonable rate so that he can understand what he has read. He may make numerous errors in reading, e.g. omissions, substitutions, poor pronunication, and poor enunication.

DEFINITION: The student who reads too rapidly may lack ability in oral reading. He may begin at a reasonable rate of speed but increase the rate until little of what is read can be understood.

POSSIBLE CAUSES OF THE PRO[illegible]

1. Silent rea[illegible].
2. Lack of interes[illegible]loping oral reading skills.
3. Tension.
4. Poor conce[illegible]ra[illegible]

RECOMMENDATIONS:

1. Tape record the student's reading and play it back for him to listen to. Discuss the tape.
2. Have student listen to material read by a good oral reader and then practice reading the same material.
3. Read simultaneously with the student (Oral Impress Method)
4. Bring attention to the student's rate and timing.
5. Have the student read short selections of varying content.
6. Use pre-recorded tapes with the student. Let him read aloud with the tape.

GAMES AND ACTIVITIES:

Television Newscaster (Intermediate Level)

Purpose: To help students improve their rate and timing in oral reading.

Materials: Short selections of reading materials taken from familiar books. These selections should have a variety of content and can be pasted on index cards for later use.

Procedure: Select one student to be the newscaster. The teacher then reads the selection to the class as it should be read. Then the teacher and "newscaster" read the selection together. Finally, the "newscaster" reads to the class.

People To Remember (Intermediate Level)

Purpose: To give the students practice in proper reading rate and timing.

Materials: Short written selections describing famous historical characters. These selections may be attached to index cards for later use.

Procedure: Pass the selections out to the students. They are not to reveal the name of their famous person. Each student reads the selection he has to the group. The members of the group try to guess the famous character from the description read.

GENERAL READING SKILL AREA: Oral Reading

SPECIFIC READING PROBLEM: Ignores Punctuation

RECOGNIZED BY: The student is unable to get the correct meaning from phrases and sentences. Also, in oral reading, the student may run together phrases and sentences without regard to punctuation.

DEFINITION: The student fails to pause at the proper place in th material he is reading. He ignores punctuation marks.

POSSIBLE CAUSES OF THE PROBLEM:

1. Student lacks knowledge of the meaning of punctuation.
2. Lack of instruction in the importance of punctuation to meaning.

RECOMMENDATIONS:

1. Review the meanings of various punctuation marks.
2. Use easy material containing much conversation.
3. Have student practice before oral reading with special attention to phrasing.
4. Punctuate material to show meaning.
5. Mark phrases for reading with a color marker.
6. Read with the student material that has been punctuated to show meaning.

GAMES AND ACTIVITIES:

Punctuation Riddles (Intermediate Level)

Purpose: To give students practice in reading material that is punctuated correctly. Also, to provide practice in creative writing and oral reading.

Materials: Pencil and paper

Procedure: The students make up a riddle about rules of punctuation and punctuation marks, such as:

> "I am little and round. I belong at the end of a "telling" sentence. What am I? (A period)

The riddles are written out by the students. One person is "it". He reads his riddle clearly so that all can hear. Then he calls on someone to answer it. If the person called on answers correctly, he becomes 'it' and asks his riddle. The game continues until all have had a chance to be 'it'. If the teacher feels that a time limit should be set on the game, this should be planned with the students beforehand.

Word Wise (Intermediate Level)

Purpose. To give practice in punctuation and oral reading of punctuated sentences.

Materials: Chalk, chalkboard

Procedure: The class is divided into two or more teams. The teacher will write a sentence on the chalkboard. Player 1 of team 1 will go to the chalkboard and correctly punctuate the sentence and then reads the sentence orally to the class. Player 1 of team 2 then takes his turn and so on until each person has had a turn. The team with the most correct sentences is the winner.

GENERAL READING SKILL AREA: Oral Reading

SPECIFIC READING PROBLEM: Head Movement

RECOGNIZED BY: The movement of the head back and forth during reading.

DEFINITION: Head movement in reading is the movement of the head back and forth as the student reads. This slows down reading. Emphasis should be placed on eye movement.

POSSIBLE CAUSES OF THE PROBLEM:

1. Eye-muscle problem.
2. Habit.

RECOMMENDATIONS:

1. Refer the student for a thorough eye examination.
2. Hold the student's hand against his hand as he reads.
3. Explain to the student that moving his head slows down his reading.

GAMES AND ACTIVITIES:*

No appropriate games or activities were found for this problem.

GENERAL READING SKILL AREA: Oral Reading

SPECIFIC READING PROBLEM: Loses place frequently

RECOGNIZED BY:

1. The return sweep of the eyes to the next line may be wavering and inaccurate.

2. The right to left return sweep is made either to the beginning of the line the student has just read or to the second line below.

DEFINITION: A student loses his place on a line if, because of poor eye-movement control, his focus moves to the line above or below the designated material section.

POSSIBLE CAUSES OF THE PROBLEM:

1. Poor eye-movement control.

2. Learning disability.

3. Marker taken away too soon.

4. Long lines of print.

5. Not much leading, or white space, between the lines.

6. Size of type is too small.

7. Poor lighting.

8. Lack of attention related to faulty perception.

RECOMMENDATIONS:

1. Have opthalmologist examine student and check in particular his eye movements.

2. Check visual-motor coordination with one or more of the following tests:
    a. The Beery Developmental Test of Visual-Motor Intergration.
    b. The Frostig Developmental Test of Visual Perception
    c. The Marion Monroe Reading Appitude Tests
    d. Visual Tracking (Perceptual Skills in Reading)
    e. Illinois Test of Psycholingustic Abilities

3. Work with student on strengthening word perception skills.

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4. Use a marker above the line.

5. Have student follow with his finger, but if this leads to word calling, cease this practice immediately.

6. Use easier material.

7. Avoid early emphasis on rate of reading.

8. Tape record reading performance of the student and then have him listen to it as he silently reads the text.

9. Motivate the student so as to increase his attention by asking questions and by having him read carefully for specific answers.

10. Demonstrate to the student the progress he is making by means of a graph. Show him that he is succeeding by the increase of the number of correct responses.

GAMES AND ACTIVITIES:*

No appropriate games or activities were found for this problem.

READINESS

GENERAL READING SKILL AREA: Auditory Readiness Skills

SPECIFIC READING READINESS PROBLEM: Poor Auditory Discrimination

RECOGNIZED BY: The child is unable to discriminate between sounds.

DEFINITION: The student lacks the ability to hear differences between letter sounds.

POSSIBLE CAUSES OF THE PROBLEM:

1. Abnormalities in the neural pathways which carry information to brain.
2. Process abnormalities in the brain once information has reached the brain.
3. Distractibility.
4. Short attention span.

RECOMMENDATIONS:

1. Emphasize visual learning whenever possible.
2. Use phonetic instruction.
3. Use high interest material to hold attention.
4. Change activities frequently for a student easily distracted.
5. Use letters without pictures for phonics practice. Say the letters, name the letter, trace the letter.
6. Use tape recorder for listening for differences in the spoken words.

GAMES AND ACTIVITIES:

Alike or Different (Readiness Level)

Purpose: To provide practice in discriminating between the sounds of similar words.

Materials: Paper with wide lines, crayons, word lists to be called by the leader of the game.

Procedure: Directions to the Group: Listen to the words I am going to say: House and Dog. Are they the same? No, they are different. On the first line put a "D" for different.

Listen again: Man, Man. Are they alike? Yes. Put an "A" on the next line for alike. If you are not sure put a question mark. Make it like this (demonstrate on the board). Remember"D" is different.

Sample word list: Make lists from very different words to similar words varying in difficulty as the learner progresses.

1. three-three
2. need-neat
3. bet-bed
4. mud-mud
5. shower-slower
6. stoop-stop
7. gone-gone
8. vase-face

Variation: If students have trouble writing "A" and "D", they may nod their heads for "alike" and shake their heads for "different" or they may use thumbs up for "alike" and thumbs down for "different".

Variation: If listening is not working, try having the student look at the lists of words you call. Seeing the differences may help them hear the differences.

Grab Box (Readiness Level)

Purpose: To help the student discriminate among objects that have the same beginning sounds. Visual and tactile approaches help with auditory discrimination.

Materials: A box of assorted objects the student can handle. Be sure there are four to each group so the student may sort them according to the first sound of the name of the object, e.g. toy, truck, tractor, top, table; watch, whistle, wig, wood; ring, rope, rag, toy rat.

Procedure: Have the student reach into the box and remove an object. He will say its name aloud and group all the objects, whose names sound alike at the beginning, together. After the groups are complete, the student repeats the names aloud to see if they have a similar beginning sound.

"Stop the Music" (Readiness Level)

Purpose: To give practice in auditory discrimination.

Materials: a xylophone (if available), "rhythm band" instruments, any object for making sounds, e.g. a glass to tap with a spoon, a foil pie tin to hit with a stick, or a piano can be used.

Procedure: Tell the learner, "You will hear two sounds in our music today. When you hear a sound different from the first sound say "Stop the Music". The teacher should tap the glass three times with a pause between each tap. Then tap a wood block or something different. The learner should say "Stop the Music". Practice on several combinations of two sounds until the students can distinguish between them. Start with obvious differences and go to those harder to distinguish, e.g. tap two identical glasses (one half full of water and one empty). Use an xylophone and tap "c" three times, then tap "g". The student should hear the difference.

Tap "c" three times, then tap "d" to see if he can hear a one note progression on the scale.
Variation: The student is asked to learn to make the sounds different by himself and he can direct the game for the other students. This is a good confidence builder for a student having such a difficulty.

GENERAL READING SKILL AREA: Auditory Readiness Skills

SPECIFIC READING READINESS PROBLEM: Unable to recognize likenesses and differences in spoken words because of poor auditory discrimination.

RECOGNIZED BY: The child is unable to tell differences or similarities in similar words.

DEFINIITION: The child with auditory discrimination problems may be able to score perfectly on all tones on an audiometer test yet not be able to recognize small differences in spoken words.

POSSIBLE CAUSES OF THE PROBLEM:

1. See the causes listed under Poor Auditory Discrimination.
2. Lacks understanding of phonetic sounds.
3. Poor auditory memory.

RECOMMENDATIONS:

1. Use visual channels for teaching if learner can recognize symbol-sound relationships.
2. Have hearing checked.
3. Teach phonetic sounds.
4. Use nursery rhymes and poetry for listening for pleasure.
5. Use filmstrips that use rhyming words with pictures to tie visual and auditory discrimination together.

GAMES AND ACTIVITIES:

"What Rhymes?" (Readiness Level)

Purpose: To help the learner recognize rhyming words through auditory channels.

Materials: A list of simple rhymes to read to the student, e.g. 1) I saw a ball in the hall, 2) I will bake a big white cake, 3) I saw Jill, upon the hill.

Procedure: The teacher reads the rhymes. The student tells which words rhyme. If a group plays, have two sides like a "Spelling Bee". Each side has a turn using a player alternately. The side with the most points wins.
Variation: as the child learns rhyming words let him make the rhymes for the game and then tell the teacher the two words that rhyme.

"Remember the Rhyme" (Readiness Level)

Purpose: To provide practice in hearing rhyming words.

Materials: Familiar Mother Goose Rhymes (On film if possible).

Procedure: Read the rhyme, leaving out a word. Let the learner supply the word. If he does this from memory, point out that the words rhyme. Example: Jack Sprat could eat no fat; Little Jack Horner sat in a corner; Little Bo Peep has lost her sheep. Let the learner think of more rhymes on his own as he progresses.

"Group the Pictures" (Readiness Level)

Purpose: To provide practice in grouping rhyming words.

Materials: Pictures, pasted on tag board, of objects whose names rhyme. Include several pictures that do not picture an object that will rhyme.

Procedure: Proceed from gross to fine tasks, e.g. group a picture as a ball, hall and chair together. Then group a bat, hat and an apple, etc. Place the groups on a table. Have the learner say the words aloud and pick out the words that rhyme. Put the "different" word aside. The learner will end up with pairs. He should repeat the names of the pairs again to see if they rhyme.
Variation: a more difficult task using the same picture is allowing the learner to make his own pairs from the mixed cards. He should put the "different" words in a separate pile.
Variation: prepare the pictures fro the flannel board by gluing a small piece of sandpaper to the back of each mounted picture. Using the flannel board provides a different experience for the learner even though the exercise is the same.

"Riddley, Riddley Ree" (Primary Level)

Purpose: To develop skill in auditory discrimination.

Materials: Familiar nursery rhymes.

Procedure: Begin with nursery rhymes and instruct children to clap on rhyming words. Then allow children to supply the rhyming word in familiar nursery rhymes, such as Jack and Jull went up the ________.
Now you are ready to play "Riddley, Riddley, Ree"
Riddley, riddley, ree
I see something you don't see,
And it sounds like ME. (use any word that can be rhymed.)
Can you find it?
Rhyme Stories can follow this activity. Pupils choose a story they are familiar with and the teacher writes on the board the events they wish to tell. Then the story is rewritten as it develops in rhyme by the pupils.

GENERAL READING SKILL AREA: Auditory Readiness Skills

SPECIFIC READING READINESS PROBLEM: Poor Auditory Comprehension

RECOGNIZED BY:
1. The student is unable to understand what he has heard spoken.
2. The student will usually have poor memory for spoken material.

DEFINITION: A child with auditory comprehension problems may have trouble understanding what he has heard, although he may have heard all the sounds distinctly. His mind may not be able to "sort" what he heard into a meaningful sequence. Poor auditory comprehension should not be confused with poor listening habits, although poor listening does lead to poor comprehension.

POSSIBLE CAUSES OF THE PROBLEM:

1. There may be abnormalities in the neural pathways which carry the auditory messages to the brain.
2. Poor listening habits.
3. Inattention.
4. Lack of interest.
5. Inability to integrate what he perceives.

RECOMMENDATIONS:

1. Have the student repeat in his own words what he hears, e.g. directions, sentences, stories, etc.
2. If the student reads at all, have him listen to the material as he reads, e.g. use taped stories.
3. Use listening comprehension exercises.
4. If the student reads, have him record and then listen to his own reading.
5. Repeat the same information in several different ways when talking to the student, e.g., "The ball is round. It looks like an orange. A circle is round, but flat, and it is not like an orange. A jawbreaker is round, too.

GAMES AND ACTIVITIES:

Identifying Nonsense (Readiness Level)

Purpose: To provide practice in understanding what is heard.

Materials: Lists of sentences to read that contain a nonsense word. The sentence will not make sense.

Procedure: The teacher will read each sentence and ask the student which word does not fit. The student should identify the nonsense word.
Sentences:
1. John has blue hair.
2. The sunshine is very cold.
3. Books are fun to eat.
4. Knives are used to cook paper.
5. Horses eat bricks.
6. It is fun to swim on a cold day.
7. Hammers are used for cooking.
8. I drink water out of a table.
9. My bed is in the yard.
10. Father cut the grass with his toothbrush.

Drawing Pictures from Directions (Readiness Level)

Purpose: To provide practice in understanding the spoken word. The child must "understand" the directions in order to complete the activity.

Materials: A set of directions for the student to hear. Paper and crayons.

Procedure: The teacher will say, "Today we can have some fun drawing a picture. I will tell you what to draw on your paper. (The directions may move from simple to complex depending on the child's ability.)
Directions:
1. Draw a big tree in the middle of your paper.
2. Draw a little tree on each side of the big tree.
3. Make a large, yellow sun in the corner of your picture.
4. Draw a bird's nest in the biggest tree. Make it big enough to put eggs in.
5. Draw three eggs in the nest.
6. Draw three flowers under the big tree,etc.

GENERAL READING SKILL AREA: Perceptual Reading Skills - Readiness

SPECIFIC READING PROBLEM: The student has poor auditory sequential memory.

RECOGNIZED BY:

1. Poor ability in oral memorizing, especially sequencing, both for long and short memory.
2. Poor memory for names.
3. Poor performance in following sequence of instructions.
4. Dislike for memorizing.
5. Difficulty with spelling.

DEFINITION: Auditory sequential memory depends upon two skills, auditory memorization and auditory sequencing; that is, it depends upon the ability to remember a group of sounds and the ability to recall the order in which they occurred (a sort of mental picturing of the pattern).

POSSIBLE CAUSES OF THE PROBLEM:

1. Poor auditory discrimination.
2. Poor visual memory.
3. Lack of auditory comprehension.

RECOMMENDATIONS:

1. Teach letter sounds and then teach student to read words phonetically.
2. Hold interest; this is essential.
3. Change activity often.
4. Teach word recognition through writing and spelling.
5. Use interesting topics.
6. Be enthusiastic.
7. Teach phonics and spelling by phonics.

GAMES AND ACTIVITIES:

Three Letter Sequencing (Readiness Level)

Purpose: To provide practice for improving auditory sequential memory.

Materials: Sequences similar to the following examples:
a,b,c   e,f,g   k,l,m   m,n,o   r,s,t
e,p,c   d,e,f   g,h,i   j,k,l   u,v,w

Procedure: The teacher will say, "Let's play an easy game to see if you can say just what I say to you. Are you ready? Listen --" Teacher presents sequence. Repeat once if necessary.

Three Digit Sequencing (Readiness Level)

Purpose: To provide practice for improving auditory sequential memory.

Materials: Sequences similar to the following examples:
1,2,3   6,7,8   4,5,6   7,8,9   5,6,7
2,3,5   3,4,5   8,9,10,   2,5,4   8,3,5

Procedure: The teacher will say, "Now we will try the remembering game with numbers. Listen to what I say and say just what I say." Repeat conce if necessary.

Short Sentence Repetition (Readiness Level)

Purpose: To provide practice for improving auditory sequential memory.

Materials: Sentences similar to the following examples:
1. The boys can jump.
2. A cat is furry.
3. The girl rides horses.
4. Some apples are sweet.
5. The tree has many leaves.
6. Boys like to play ball.
7. My car was in a wreck.
8. She sells flowers in a store.
9. Sometimes the dogs run away.
10. It looks like it will rain soon.

Sentence Repetition-Simple to Complex (Readiness Level)

Purpose: To provide practice for improving auditory sequential memory.

Materials: Sentences similar to the following examples:
1. I saw a horse.
2. I saw a brown horse.
3. I saw a brown horse eating hay.
4. I saw a large, brown horse eating hay.
5. Yesterday, I saw a large, brown horse eating hay.

Procedure: The teacher will say, "I will say some sentences. They will get a little longer each time. You say just what I say. Ready? Listen." Teacher presents sentences stopping after each one to let the child repeat it. Repeat sentence once if necessary.

Animal Sounds in Sequence (Readiness Level)

Purpose: To provide practice for improving auditory sequential memory.

Materials: None.

Procedure: The teacher will say, "I will tell you the names of some animals you know. See if you can make the sounds the animals make in the same orter as the names I give you. Ready? Listen." Repeat once if necessary. Any appropriate animal sound is acceptable.

Sound Sequences (Readiness Level)

Purpose: To provide practice for improving auditory sequential memory.

Materials: None

Procedure: The teacher will say, "Let's try a listening game today. You will just use your ears for this game. I will blindfold you and make some sounds. Try to tell me just what you heard in the same order you heard it. Ready? Listen carefully".

Following Instruction - Oral (Readiness Level)

Purpose: To provide practice for improving auditory sequential memory.

Materials: None.

Procedure: The teacher will say, "Let's play a game to see if you can do just what I tell you. You will need to listen carefully, say what I say and then do it. Let's begin." Teacher gives a direction, waits for the student to repeat it and then observes the child's performances. Repeat once if necessary.

Repetition of Short Rhyme (Readiness Level)

Purpose: To provide practice for improving auditory sequential memory.

Materials: None.

Procedure: The teacher will say, "Today we are going to say a little poem and you will each get to make it longer when it is your turn. I will say the poem first, then you say it. You each put one more thing in the basket and repeat everything that is already in it. Ready? Here is the poem. Repeat once if necessary. Each child adds an item and repeats whole sequence. Continue as long as children can repeat the whole sequence.

Ordering Events In A Poem (Readiness)

Purpose: To provide practice in answering questions about the order of events in a poem read by the teacher.

Materials: Several poems and prepared questions.

Procedure: The teacher will say, "Today we will have some fun with a poem. Did you ever watch your mother make pancakes? I am going to read a poem called "Mix A Pancake." Listen as I read, then we will pretend to make some pancakes." The teacher reads the poem stressing first word in each line. She should read the poem again as each child pantomines it.

Mix A Pancake

Mix a pancake,
Stir a pancake,
Pop it in a pan;
Fry the pancake,
Toss the pancake
Catch it if you can.

Questions:

1. What does the poem say to do first? (mix)
2. What does the poem say to do second? (stir)
3. What does the poem say to do third? (pop it in the pan)
4. What do you do next? (fry it)
5. What could you do next? (toss it)
6. What does the poem say to do last? (catch it)

Mixed Symbol Sequencing (Readiness Level)

Purpose: To provide practice in repeating a sequence of mixed symbols.

Materials: A prepared list similar to the following:

1. x-3-2-boy
2. 7-cat-zip-m
3. pow-8-mit-1
4. y-man-6-t
5. car-20-8-t-z and so on.

Procedure: The teacher will say, "I am going to say a sequence of words, letters and numbers. You say what I say. Ready? Listen." The teacher presents series of mixed symbols. Repeat once, if necessary.

GENERAL READING SKILL AREA: Visual Readiness Skills

SPECIFIC READING READINESS PROBLEM: Visual Discrimination

RECOGNIZED BY:
1. The student is unable to see small differences in words, figures, or objects.
2. The student ignores details of words.
3. The student is unable to distinguish one letter from the other, that may appear similar (b,d).
4. The student is unable to distinguish between upper and lower case letters.

DEFINITION: Visual discrimination is the ability to see small differences in words.

POSSIBLE CAUSES OF THE PROBLEM:

1. Learning disability.
2. Lack of concentration.
3. Poor visual acuity.

RECOMMENDATIONS:

1. Use auditory and other methods to teach reading skills.
2. Have student practice finding words that are alike or different.
3. Use good readiness workbooks.
4. Have student practice with pegboard.
5. Have student match word cards for beginning letters.
6. Have student underline words in story that begin alike.
7. Have student match abstract figures.
8. Have student match upper and lower case alphabets, using letter cards.

GAMES AND ACTIVITIES:

Pegboard Fun (Primary, Intermediate Levels)

Purpose: To provide practice in seeing differences in figures.

Materials: Pegboard, pegs.

Procedure: The teacher places pegs into a pegboard to make a design. The student is asked to copy the design on another pegboard. If he cannot do so, he is given help, then is given practice copying other pegboard designs.

Fun With Letters (Primary, Intermediate Levels)

Purpose: To provide practice in distinguishing letters.

Materials: Word Cards.

Procedure: Put words on cards. Have students match word cards for beginning letters.
Variation: Have students match word cards for ending letters.
Variation: Have student match word cards for beginning, middle, and ending syllables.

GENERAL READING SKILL AREA: Visual Readiness Skills

SPECIFIC READING READINESS PROBLEM: Visual Imagery

RECOGNIZED BY:

1. The student has difficulty recognizing a letter as being the same letter when it is printed in a manner much larger or smaller than what he has learned to expect.
2. The student is unable to determine the size, shape, and texture of an object visually.
3. The student has difficulty reproducing symbols on paper—distortion of simple forms.
4. The student spells poorly.
5. The student reverses letters and words.

DEFINITION: Visual imagery is the ability to form a clear and exact mental picture.

POSSIBLE CAUSES OF THE PROBLEM:

1. Poor visual perception.
2. Poor visual discrimination.
3. Poor visual memory.
4. Poor visual conceptualization.

RECOMMENDATIONS:

1. Teach letters kinesthetically; then, emphasize phonics.
2. Teach subject matter through tapes.
3. Using Frostig program -- perceptual constancy, manipulation of objects, tracing letters and words with fingers, raised letters, and tracing around templates.
4. Have student build models from kits.
5. Have student walk square, circles, etc., taped to floor.
6. Use stencils and blocks.
7. Have student copy block designs.
8. Have student assemble objects.
9. Use worksheets.

GAMES AND ACTIVITIES:

Geometric Forms (Primary, Intermediate Levels)

Purpose: To provide practice in reproducing geometric shapes in a manner larger that the student has learned to expect.

Materials: None

Procedure: Create the various geometrical shapes by using the whole class. Students stand, or lie, forming the outlines of the figures.

Fun With Missing Lines (Primary, Intermediate Levels)

Purpose: To provide practice in reproducing objects visually.

Materials: Worksheet with reproductions of geometrical forms with missing lines.

Procedure: Have students try to complete the shapes.

GENERAL READING SKILL AREA: Visual Readiness Skills

SPECIFIC READING READINESS PROBLEM: Visual Memory

RECOGNIZED BY:
1. The student has difficulty retaining a visual image.
2. The student, after seeing a word, is unable to retain an exact mental image of that word.
3. The student fails a visual memory test in which he is asked to look at a design, the design is covered, and he is asked to draw the design from memory.
4. The student spells phonetically.
5. The student fails to remember sight words.
6. The student fails to remember whole-word patterns.
7. The student has difficulty drawing.
8. The student is unable to do jigsaw puzzles.
9. The student is unable to remember sequence of objects.

DEFINITION: Visual memory is the ability to retain a visual image.

POSSIBLE CAUSES OF THE PROBLEM:

1. Learning disability.
2. Poor visual perception.
3. Easily distracted; poor concentration.

RECOMMENDATIONS:

1. Teach phonics and spelling rules.
2. Teach both consonants and vowels together so that the student can sound out words completely.
3. Emphasize phonics.
4. Emphasize auditory learning.
5. Use kinesthetic teaching.
6. Have student handle letter shapes with eyes closed.
7. Use oral impress method.
8. Have student listen to taped story, following it with finger.

9. Use Gillingham materials.
10. Avoid use of sight vocabulary method.
11. Use all the senses in teaching.
12. Have student write in hand, sand, clay, air.
13. Have student make letters from clay and pipe cleaners.
14. Have student tell what is missing. Start with two objects and continue to add objects.
15. Have student practice with tachistoscope.

GAMES AND ACTIVITIES:

Picture Arrangement (Primary, Intermediate, Junior High Levels)

Purpose: To provide practice in sequencing.

Materials: Comic strips, scissors.

Procedure: Cut comic strips apart and have student put them in order. Variation: Have student look at comic strip, cut it apart, and put it together.

Remembering Phrases (Primary, Intermediate Levels)

Purpose: To provide practice in remembering phrases.

Materials: Sentence strip, magic marker.

Procedure: Write phrases on pieces of sentence strip. Flash phrase in front of the student for a few seconds (length of time depends on the complexity of the phrase). Ask the student to repeat the phrase exactly.

What's Missing? (Suitable For All Levels)

Purpose: To develop visual skills

Materials: Several different objects.

Procedure: Several objects are placed in a line and the students are told to look at them carefully. They close their eyes while the teacher or a student removes one from the line. The students try to guess the missing object. This device may also be used for order. The students are asked to remember the objects in order from left to right. While their eyes are closed, one student shifts the order of two or three objects, then someone is asked to replace them in correct left-to-right order.

GENERAL READING SKILL AREA: Visual Readiness Skills

SPECIFIC READING READINESS PROBLEM: Figure-Ground Constancy

RECOGNIZED BY:

1. The student is unable to:
    a. distinguish important features.
    b. perceive overlapping figures against complex backgrounds.
    c. perceive an article in relation to its surroundings.
    d. see parts and their relationship to the whole Gestalt.
    e. listen without noticing all background noise.
2. The student sees only parts and misses the whole.
3. The student has difficulty in finding any object.
4. The student is inattentive and disorganized.
5. The student is confused when looking at a crowded page.

DEFINITION: Figure-ground constancy is the ability to visually perceive the shapes of figures or objects in relation to their total environment; ability to differentiate between the important and the unimportant.

POSSIBLE CAUSES OF THE PROBLEM:

1. Brain damage.
2. Emotional disturbance.
3. Developmental lag.
4. Poor visual acuity.
5. Poor concentration.

RECOMMENDATIONS:

1. Use masking tape to make geometric shapes on the floor. Instruct students to walk around the tape outlines. Make circles, squares, and triangles.
2. Create the various geometrical shapes by using the whole class. Students stand, or lie, forming the outlines of the figure.
3. Trace around geometrical forms with fingers. Forms may be made of cardboard or small sticks glued on cardboard.
4. Students make shapes by using toothpicks or "pick-up sticks".
5. Place round, square and triangular objects into a box or bag. Students reach into the bag or box and tell which shape they are holding. Students remove the objects to see if they were correct. Try to secure items from as many rooms in the house

as possible. Use as many objects as you can from the student's everyday world.

6. Cut large colored magazine pictures into geometircal chapes. Students must attempt to reassemble them. In order to make the created picture more durable and easier to fit together, mount the picutre on lightweight cardboard. Then, cut the picture into the desired shapes. This also prevents curling up and tearing of the corners.

7. Make geometric shapes out of building blocks. Let the students copy yours and experiment. Use all dimensions. This means stack the blocks in various ways or make a shape with each block touching the table surface. When the student is copying your design make sure he sits so that he may readily see the shape from all angles.

8. Make reproductions of geometrical forms with missing lines. Have students try to complete the shapes.

9. Use Frostig figure-ground materials.

10. In teaching words, begin with parts and build to the whole.

GAMES AND ACTIVITIES:

Find the Missing Objects (Primary, Intermediate, Junior High Levels)

Purpose: To provide practice in picking out hidden pictures.

Materials: A "hidden picture" page from the children's magazine, Highlights For Children; cardboard; contact paper; glue.

Procedure: Cut the page out of the magazine; mount it on the cardboard; cover with contact paper. Ask the pupils to locate and circle the various items listed at the bottom of the hidden picture page.

"I See Something You Don't See" (Primary Level)

Purpose: To reproduce objects, by associating the name of an object with a picture that the child produces.

Materials: ½ inch wide paper strips; paste; paper.

Procedure: The teacher starts by saying, "I see something ______________ (round, square, etc.). "Can you guess what I see?" Cut paper strips ½ inch wide. Give each child three or four strips of paper and ask him to paste strips on another piece of paper in the shape of a triangle or square.

GENERAL READING SKILL AREA: Readiness Skills

SPECIFIC READING PROBLEM: The Perceptual Reading Skills — Motor

RECOGNIZED BY: Gross Motor

1. The student who stumbles, bumps into things, spills things, or can't manipulate his hands or feet.
2. A lack of ability to balance alternately or control his body when using both sides individually or alternately.
3. Rigidity in posture -- a "military" bearing.
4. Falling off chairs.
5. Not knowing right from left (directionality) not being able to change his body position to reach his desired direction.
6. Not knowing one part of body from another — body image problems which produce difficulty in relating oneself spatially to his environment (laterality).
7. May be poor in sports — May not be able to throw a ball.
8. He may get lost and cannot find way home from familiar surroundings.
9. Student looks at book starting at back or tries to read right to left, or writes (draws) right to left.

Fine Motor

1. Cannot coordinate hand and eye to draw or write legibly, tie, cut, button, or sort objects.
2. Is clumsy with tools.
3. Cannot bounce a ball, trace a figure, string a bead.
4. Cannot hold pencil.
5. Cannot use eating utensils.
6. Cannot focus eyes, cannot converge eyes.
7. Occular pursuit inadequate in eyes (singly or together).

Note: "Research with exercises to develop motor skills and thereby improve academic learning is currently in progress, but thus far there is little conclusive evidence to indicate that motor programs result in significant academic gains" (Lerner, 1971, p. 106).

DEFINITION: Motor perception is the result of the marriage or matching of perceptual information with motor information; motor data comes first. Motor functions develop first in the child and precede the development of intelligence. If he fails to develop gross and/or fine motor movement it will be evident in certain areas of learning skills. Consequently, motor is a very important phase of perceptual reading skills.

POSSIBLE CAUSES OF THE PROBLEM:

1. Deficiencies in basic motor development.
2. Lags in motor development.
3. Motor problems are a concomitant difficulty of students with learning problems.
4. Central Nervous System Dysfunction.

RECOMMENDATIONS:

1. Use accepted Gross Motor activities in an effort to develop deficiencies.
2. Use Body Image and Body Awareness Activities to help develop accurate images of location of body parts and their function.
3. Use Fine Motor activities for those who do poorly in this motor area.

GAMES AND ACTIVITIES:

Gross Motor Activities

Purpose: To provide practice in Gross Motor in an effort to develop more effective body movement and add to consciousness of body and to sense of spatial orientation.

Materials: Table tennis, board 2' x 4' wide and 8 feet, 12 inches long fitted into a bracket, a ladder, all of colors of chalk, mats to cover floor.

Procedure: Draw lines on floor with colored chalk. Make lines curved, angular, or spiral. Have student walk the lines. Have student jump like a kangaroo (astronaut walk). Ladder Walk: place ladder flat on floor, have student walk between rungs forward, backward, then hopping. Unilateral crawl (moving left arm with left leg; cross lateral crawl (moving left arm with right leg and right arm with left leg). (Note: 1-4 suitable K-2). Hopscotch indoors or out (K-4 level). Table tennis games (5th to 12th). Jump rope to metronome (1 to 6).

Body Awareness and Body Image Activities

Purpose: To provide practice in an effort to help the student develop Body Awareness and Body Image of Body parts and help him learn the location and function of these parts.

Materials: Floor mats, picture puzzles of people, animals, objects cut into specific parts, cardboard, metronome, colored chalk, paper.

Procedure: Have student lie on floor. Start metronome and call out parts for students to touch (nose, left elbow, right knee). Repeat standing with eyes closed. Have student lie on floor. Trace his body outline with chalk. Let him draw body parts and complete figure. Have student put puzzles together. As he progresses in efficiency time him and let him keep a chart to show progress. (1-3 can be use k-5, depending on student, size of puzzle).

Fine Motor Activities

Purpose: To provide development in Fine Motor area by giving practice in activities which teach: throwing and catching, eye-hand coordination, chalkboard activities, and eye movement.

Materials: Old tire tubes (inflated), rubber balls, dart board and darts, jacks and balls, cardboard punched with holes to form a design and colored thread (wool, nylon) and large eyed needles, chalkboard and chalk, strong string and clothespins, bean bags.

Procedure: Play darts (level 2-6th). Keep progress chart to show improvement. Catch bean bags thrown by student or teacher. Vary by engaging several more in games (K-4). Using a vacant wall, let student bounce ball off it and catch; be sure to keep records of times successful. Chart results daily. Reward improvement with suitable means (2-6). Play jacks. Increase number of participants with advanced levels (eye-hand coordination K-4). Use cardboards punched with holes to form figures, flowers, animals, and let students use different colors of thread to fill in design (1-5). More complicated designs on smaller holes can be used for levels 6-7. (eye-hand coordination). Clip clothespins to line. Time students. Promote competition to shorten time for activity. Count number of clothespins clipped in 3 minutes (eye-hand coordination 1-4). Let student use chalkboard before paper and pencil activities. Have child connect dots, stars, x's drawn on board at various positions and numbers. Let student plan strategy (chalkboard activity K-3). Practice making large circles on board. First use one hand, then two. Have student go both clockwise and counter clockwise. (chalkboard activities K-2). Practice writing letters and numbers on board (k-2). If student has developed sufficient laterality and directionality, then these can be stated: Ocular-pursuit - follow a moving target with his eyes. Use eraser on pencil, penlight. Move target in horizontal arc, 18 inches to left and then right; move target vertically in arc up and down. Move also in diagonal movement and rotating movement change — cover one eye (all levels K-12). Have student look at pencil about 12" in front of him, then look at target on wall as quickly as possible back to pencil, back to target (quick focus K-12). Trace pathways on paper with crayon, then finger above paper, follow line with one eye (visual tracking K-12).

GENERAL READING SKILL AREA: Visual Readiness Skills

SPECIFIC READING READINESS PROBLEM: Visual Conceptualization

RECOGNIZED BY:
1. The student indicates, in conversation, that ideas of what he sees and hears are different.
2. The student has difficulty with ideas of size and shape.
3. The student has no problem with perception, but a problem with transferring perception into meaningful ideas.

DEFINITION: Visual conceptualization refers to the ability to build clear concepts visually.

POSSIBLE CAUSES OF THE PROBLEM:

1. Poor visual acuity.
2. Poor visual imagery.
3. Poor visual discrimination.
4. Poor figure-ground constancy.
5. Poor visual memory.
6. Poor sensory perception.

RECOMMENDATIONS:

1. Describe an object, and have the student name it.
2. Have student handle concrete objects.
3. Use arts and crafts.
4. Use a lot of discussion of pictures and observations.
5. Use SRA "Lift Off to Reading."

GAMES AND ACTIVITIES:

Name It And Claim It (Primary, Intermediate Levels)

Purpose: To provide practice in transferring perception into meaningful ideas.

Materials: Bag, different objects that may be found in the classroom or at home.

Procedure: Have student to put his hand inside the bag and feel one of the objects. He then describes that object to the teacher or class, and guesses what it is.

Variation: Call on students to guess the object. The first person to guess the object gets to keep it until the end of the game. The game ends when all objects have been guessed.
Variation: The students close their eyes while the teacher describes an object in the classroom. She then calls on someone to guess the object she has described.

GENERAL READING SKILL AREA: Visual Readiness Skills

SPECIFIC READING READINESS PROBLEM: Spatial Discrimination

RECOGNIZED BY:

1. The student is unable to identify the movement he must follow to change from his present position to his destination.
2. The student is unable to distinguish between up and down, toward and from, betweeness, nearness, horizontal sequence, on and under, or top and bottom, left to right, etc.
3. The student is unaware of the relationship between his position in a room and the position of other objects in that room.
4. The student makes reversals.
5. The student has no concept of time, space, or direction.
6. The student has difficulty in carrying out activities in sequence.
7. The student has difficulty remembering auditory sequence.

DEFINITION: Spatial discrimination refers to the accurate perception of position in space, time, and direction.

POSSIBLE CAUSES OF THE PROBLEM:

1. Lack of awareness of body image.
2. Brain damage.
3. Developmental lag.
4. Poor visual acuity.

RECOMMENDATIONS:

1. Give oral directions to be carried out in the order stated.
2. Use Frostig spatial relationships material.
3. Have student practice putting things in, on, by, to the right of, etc.
4. Have student imitate the teacher's position.
5. Use drawings and exercises that require moving hands across the center line of the body.
6. Have student change first letter of word.

7. Use kinesthetic tracing.
8. Use the controlled reader.
9. Use marching drills.
10. Choose from pictures of right and left hand.

GAMES AND ACTIVITIES:

"Simon Says" (Primary, Intermediate Levels)

Purpose: To provide practice in changing from one body position to another; remembering auditory sequence; to distinguish between up and down, on and under, left to right, etc.

Materials: None

Procedure: Have students stand in rows so that you can see all of them. Give commands by saying, "Simon Says __________ (run, jump, skip, etc.)," and then by saying, "Simon says stop." Or, by merely giving a command such as, "Turn around," without saying, "Simon says turn around." The students are instructed never to attempt a task unless they hear "Simon says________", preceding the task. And, that they should never stop a task until they are instructed to. do so by the words, "Simon says stop." Persons who fail to wait for the proper command before beginning or ending an activity are called "out", and asked to sit down.

Obstacle Course (Primary Level)

Purpose: To provide development of the concept of space and direction; to aid in remembering auditory sequence.

Materials: Cardboard boxes, pole or stick, desks, chairs, rope, tape.

Procedure: Set up an obstacle course. Include something to crawl through (cardboard boxes), to walk under (a pole or stick), to squeeze through (two desks or chairs), to step over (a pole or stick), to step into (a rope or tape circle.). Use verbal commands, making sure that the students understand the different directions to follow while taking the prescribed route through the obstacle course.

SILENT READING

GENERAL READING SKILL AREA: Silent Reading

SPECIFIC READING PROBLEM: Low rate of speed (Reading too slowly)

RECOGNIZED BY: The student is unable to read as many words per minute as would be normal for a student of his age in a certain kind of reading material.

DEFINITION: Rate involves a much broader concept than mere words per minute. A true measure of rate of reading is how rapidly a student can read material of a given difficulty level with good understanding, taking into account the purpose for which he is reading.

POSSIBLE CAUSES OF THE PROBLEM:

1. Lip movement.
2. Regressions in reading.
3. Many fixations.
4. Word recognition difficulty.
5. Overemphasis on comprehension.
6. Poor comprehension.
7. Habit of dawdling over reading material.
8. Pointing at the page while reading.
9. Material too difficult.
10. Repetitions or faulty eye movements.

RECOMMENDATIONS.

1. Practice different rates for different purposes.
2. Improve comprehension first. Do this by using easier material.
3. Practice phrasing.
4. Eliminate lip movement if this is noticed.
5. Use reading material which highly motivates the student. Let him choose the stories for practice.
6. Explain to the student that in some types of reading it is important to be able to read at a higher rate of speed. Obtain examples and allow students to try this.
7. Have students pace their reading by using their hand under the line as a marker.

GAMES AND ACTIVITIES:

Timed Research(Appropriate for All Levels)

Purpose: To encourage rapid reading. To build up speed in reading.

Materials: Some 3 X 5 index cards and Trade books

Procedure: Keep a file of cards in a box with the following information on each one:

1. The name of this book is ......
2. In the chapter that describes the finding of the treasure chest, answer the following questions....
3. You should allow yourself eight (8) minutes to read this chapter after you have found the page number.

During a regular reading period devoted to increasing reading speed, the students will come up to their teacher's desk and take a card. They should then follow the instructions on the card. CAUTION! Do not require a great deal of writing for the answers, but rather keep them very short. The purpose of the questions is only to allow the teacher to check on comprehension. The time limit set for reading a story will be determined by the grade level of the students involved and, of course, by the number of words or pages. This is also a good way to motivate students to do further reading.

Timed Stories (Appropriate for All Levels)

Purpose: To encourage rapid reading while still focusing on improving comprehension.

Materials: A number of envelopes with short stories on them and a set of questions on each story.

Procedure: Prior to doing this activity, the teacher should have given a speed reading test to the class and grouped them accordingly; i.e., one group which reads from 75-100 words per minute, another group which reads from 100-125 words per minute, etc. Cut a number of short stories from old basal readers. Put one of these stories along with the appropriate comprehension questions in an envelope. Develop norms for each story, i.e., a certain story for the 100-125 group may be labeled as an eight minute story. Label the envelopes with headings such as, "Dog Stories", "Family Life Stories","Science Stories", etc. Let the students choose the stories they want to read. From the titles, the students will know that they should read the story in a certain number of minutes. This is a change from the timed test in which each student is reading the same subject matter. It also avoids having the faster readers waiting for the slower readers; i.e. when they finish a story they can get another envelope and begin a new story. Have the students keep a record of the stories they read and their per cent of comprehension.

GENERAL READING SKILL AREA: Silent Reading

SPECIFIC READING PROBLEM: High rate of reading at the expense of comprehension

RECOGNIZED BY: The pupil finishes reading assignments before the rest of the class and does not comprehend what he read.

DEFINITION: Many types of reading material, such as mathematics and science, should be read more slowly than others. Many students are not able to adjust their reading rate downward as the reading material becomes more difficult.

POSSIBLE CAUSES OF THE PROBLEM:

1. Students is used to reading novels, newspapers, etc. which require little concentration.

RECOMMENDATIONS:

1. Discuss the various reading speeds which are desirable for certain types of material. Show the students as well as tell them.
2. Give oral and written questions which require accurate answers, from material found in a reading passage. Let the student know ahead of time that he will be required to answer questions over the reading passage.
3. Give the students worksheets which contain reading passages along with questions about subject matters in the reading passages. Ask them to underline the answers to questions as they read them.
4. Give the students study guide questions over material they are to read. Many books contain questions over a unit or chapter at the end of that unit or chapter. Encourage the students to read these questions before they begin reading the material in the chapter or unit.

GENERAL READING SKILL AREA: Silent Reading

SPECIFIC READING PROBLEM: Voicing-Lip Movement

RECOGNIZED BY:
1) Visible lip movement and/or voicing of words as the student reads.
2) Very slow silent reading

DEFINITION: Many students continually voice words as they read silently. Others unconsiously pronounce words to themseleves even though they do not actually move their lips in doing so.

POSSIBLE CAUSES OF THE PROBLEM:

1. Pronounces each word while reading

2. Material is too difficult

RECOMMEDNDATIONS:

1. Give the student material that is considerably easier and note if the voicing and lip movement continues or stops.

2. As the students read, have them hold their mouths shut with their teeth firmly together. Tell them to hold their tongue against the roof of their mouth.

3. Have the students pace their reading with their hands. Make sure the rate they use is faster than they normally speak. Do not attempt to do this with children in grades 1, 2, or 3.

4. Use controlled reading devices which require reading at a rate too fast for voicing words. Do not attempt this with children in grades 1, 2, or 3.

GENERAL READING SKILL AREA: Silent Reading

SPECIFIC READING PROBLEM: Uses finger to follow what is read.

RECOGNIZED BY:
1. The student points at the page while reading silently.
2. Low rate of speed.

DEFINITION: Students who use a finger to follow a line will slow down the recogniton process and will affect adversely the development of rhythmical eye movements necessary for phrase reading.

POSSIBLE CAUSES OF THE PROBLEM:

1. Material too difficult.
2. Poor eye movement.
3. Student is insecure about his ability to understand the content of the material.
4. Student has had too many experiences with material with which he had to struggle.
5. Habit developed in the primary grades.
6. Print is too small.

RECOMMENDATIONS:

1. Have eyes examined by a specialist. If inability to follow a line is caused by visual difficulties, there is little a teacher can do to correct it. An eye specialist should be consulted and his recommendations followed. Glasses or exercises might be prescribed that would make correction of the problem possible.

2. Use a marker as a guide. A card can be used to guide vision along a straight line and is much less apt to reduce reading rate or to interfere with comprehension than is the habit of following a line with the finger. If this technique is used, a 3 X 5 or larger index card can be placed directly under the line to be read. The eyes are conditioned to move smoothly form left to right along the top of the card, using the edge as a guide. As soon as possible, the card should be discarded and the student asked to read without it.

3. Have students hold books with both hands. Following a line with the finger is usually a habit. If it is, holding the book with both hands will be helpful because there will not be a free finger to use. Several consecutive class periods in which students are required to hold the book in this manner will develop the habit of holding the book properly and will help to break the

the pointing habit.

4. Have students scan lines rapidly to find specific facts. This will cause the child to forget about the finger as a tool for reading.

5. Provide practice in reading from books that have large, clear print. The large print causes less eyestrain and does not require the close concentration that is necessary for small print.

GENERAL READING SKILL AREA: Silent Reading

SPECIFIC READING PROBLEM: Regressions

RECOGNIZED BY: The student rereading a word, phrase, or a whole sentence.

DEFINITION: When a student does not recognize a word, his eyes return to this word, phrase, or sentence in what is called a regression.

POSSIBLE CAUSES OF THE PROBLEM:

1. Material is too difficult.
2. Inability to read in a left-to-right progression.
3. Has poor concentration.
4. Has a short attention span.
5. Lacks interest in what he is reading.
6. Has formed bad habits in reading.
7. Is unsure of his ability to get the meaning from what is being read.
8. Has poor sight word vocabulary.
9. Has a narrow vision span.
10. Has poor word recognition skills.
11. Has poor vision.

RECOMMENDATIONS:

1. Use an accelerator or controlled reader with the student.
2. Use a card above the line of print.
3. Have the student relax, slow down, and read more carefully.
4. Have student read easier material.
5. Use the oral impress method.
6. Practice basic sight words with a tachistoscope and flash cards.
7. Practice identifying short unknown words or syllables on a tachistoscope. Do this phonetically.
8. Check visual acuity.

GAMES AND ACTIVITIES:*

*Those games and activities suggested for "Reads with little expression" are appropriate for this specific reading problem. The teacher may use choral reading with students, also.

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STUDY SKILLS

GENERAL SKILL AREA: Study Skills

SPECIFIC SKILL DEFICIENCY: Undeveloped Dictionary Skills

RECOGNIZED BY:

1. Inability to locate words quickly and accurately.
2. Inability to find appropriate meanings.
3. Inability to find correct pronunciation of words.

DEFINITION: Dictionary skills may be broken down into three classes. First the student must learn to locate the word, then, pronounce it, and finally, be able to understand the meaning of the word.

POSSIBLE CAUSES OF THE PROBLEM:

1. Lack of familiarity with the alphabetical sequence.
2. Lack of understanding of the function of guide words.
3. Lack of practice in using the dictionary.

RECOMMENDATIONS:

1. Have students practice filling in the missing letters of the alphabet.
2. Have students alphabetize words according to the first and second letters in the words: am, and, apple, etc.
3. Have students indicate whether a list of words comes before or after a given guide word.
4. Have students find the misspelled words from a given list with the aid of their dictionaries and rewrite them correctly.

GAMES AND ACTIVITIES:

Alphabetical Sequence-Flash Card Drill (Primary Level)

Purpose: To provide practice in sequencing the letters of the alphabet.

Materials: 3" x 5" flash cards with an individual letter of the alphabet printed on each card.

Procedure: Print the individual letters of the alphabet on separate flash cards. Flash each card and direct the students to respond with either the letter before or after the one printed by saying "before" or "after" as you flash the card. Students should be encouraged to respond as quickly as they can.

Alphabetical Sequencing of Words (Primary, Intermediate Levels)

Purpose: To provide practice in alphabetizing words.

Materials: The letters of the alphabet printed in sequence on a ditto sheet, or on the chalkboard with a list of words to be alphabetized.

Procedure: You may duplicate, present in chart form, or present as a group activity on the chalkboard the following exercise. For initial practice in alphabetizing words, give the students a list of words and a copy of the letters of the alphabet printed in sequence as a guide. As the students become more skilled, the alphabet may be omitted.

Guide Words Game (Intermediate, Secondary Levels)

Purpose: To provide practice in using guide words.

Materials: Two guide words printed on the chalkboard.

Procedure: Write two guide words, such as combat and council on the chalkboard. Give a time limit and have students list as many words as they can think of which would appear between these two guide words. This game may be played in teams.

Dictionary Fun With Meaning (Secondary Level)

Purpose: To provide practice in finding synonyms in the dictionary.

Materials: A dictionary.

Procedure: Rewrite titles and familiar proverbs, substituting words with which most of the students are unfamiliar, and will need to use their dictionaries for help in finding the meaning. The students decode the meaning of the title or proverb and write in its original form. Example:
Vertebrates, that flit together and have similar plumage congregate. (Birds of a feather, flock together.)
Refrain from enumerating your domestic fowl prior to the arrival of the entire brood. (Don't count your chickens before they hatch.)

GENERAL SKILL AREA: Study Skills

SPECIFIC SKILL DEFICIENCY: Undeveloped Encyclopedia Skills

RECOGNIZED BY:
1. Student does not know where to go for information requiring research in the encyclopedia.
2. Student is unable to find needed information quickly in reference books.

DEFINITION: Encyclopedia skills are based on a knowledge of alphabetical sequence and general alphabetical position. Guide words and cross references are used as aids in locating information quickly.

POSSIBLE CAUSES OF THE PROBLEM:

1. Lack of understanding of alphabetical sequencing.
2. Lack of understanding of guide words.
3. Lack of understanding of the purpose of encyclopedias.

RECOMMENDATIONS:

1. Ask the students questions such as, "How would you go about finding information about a flying squirrel?" (Have them give the volume and page number if encyclopedias are available for use.)
2. Drill the students in alphabetical sequencing. (See dictionary skills)
3. Have the students list the topics that might appear between two given guide words.

GAMES AND ACTIVITIES:

Which Book? (Primary, Intermediate Levels)

Purpose: To provide practice in finding the correct volume for a specific topic.

Materials: A picture of a set of encyclopedias showing the volume number and letters and guide words included in each book.

Procedure: Duplicate a picture of a set of encyclopedias showing the volume number and letters or guide words included in each book. Ask the students to tell in which volume they would find information about specific topics such as the following:

a. A Kangaroo - Volume ____________

b. A Carnival - Volume ____________

Using the Encyclopedia (Primary, Intermediate Levels)

Purpose: To provide practice in locating specific topics and information in the encyclopedia.

Materials: A list of topics, names of people, places, or things to be researched. A ditto sheet with four volumes for tabulating informatin.

Procedure: Give each student a list of names and a ditto sheet with four columns for tabulating information. The students refer to their encyclopedia for obtaining the correct information required under each heading. Example: Buddha

Name: ____________ Date: ________ Information: ________ Source: ______

GENERAL READING SKILL AREA: Study Skills

SPECIFIC READING PROBLEM: Inability to use the index

RECOGNIZED BY: The student is unable to locate needed information through use of the index.

DEFINITION: The index is provided to aid the student in finding specific topics and information quickly. Efficient use of the index involves skill in alphabetizing, as well as skill in scanning the written page for specific information once the page number is located.

POSSIBLE CAUSES OF THE PROBLEM:

1. Lack of understanding of alphabetical sequencing.
2. Lack of understanding of numerical order.
3. Inability to scan the written page for specific information.

RECOMMENDATIONS:

1. Drill the students in alphabetical sequencing (See dictionary skills).
2. Drill students in numerical order.
3. Give the students scanning exercises. Have them find,as quickly as possible, a phrase in a particular book on a given page.
   Example:
   1. Page 102 ___He wanted to find ________.
   2. Page 106 ___ ________walked down the street.

GAMES AND ACTIVITIES:

Topic Hunt (Primary & Intermediate)

Purpose: To provide practice in locating specific topics in the index.

Materials: A list of words from the reader's index or student's textbook.

Procedure: List words from the reader's index on the chalkboard. The students find each word in their index and write the page number or numbers on which the information about each subject is given. After locating the pages given in the index, older and more advanced students may give the paragraph number in which the topic first appears.
Example:

a. shop page number___ paragraph number ___
b. safety page number___ paragraph number ___

Introduction To The Index (Intermediate)

Purpose: To introduce the student to the use of the index.

Materials: Student's textbooks

Procedure: Using one of their textbooks, have the students find the index pages in the back of the book. Explain that all of the words or topics listed in the index are called "key words", and that the pages that follow the key words tell on which pages the information can be found. Have the students copy key words and their corresponding pages from the index, turn to the pages listed, and copy two things given about each topic.

GENERAL READING SKILL AREA: Study Skills

SPECIFIC READING PROBLEM: Inability to use the glossary

RECOGNIZED BY:
1. The student does not know where to go for further information when he encounters words that he does not understand in the textbook.
2. The student understands the purpose of the glossary but cannot locate words quickly and accurately.

DEFINITION: The glossary is a source of extra information provided to make reading more meaningful. Many students are unaware of the purpose of the glossary and often forget that it is available. Glossary skills include alphabetical sequencing, and an understanding of guide words.

POSSIBLE CAUSES OF THE PROBLEM:

1. Lacks knowledge in alphabetical sequencing.
2. Lacks understanding of guide words.
3. Lacks understanding in the purpose of the glossary.

RECOMMENDATIONS:

1. Emphasize the fact that the glossary is intended for use whenever the meaning of certain words found in the text is unclear.
2. Drill students in alphabetical sequencing (See Dictionary skills).
3. Drill students in the use of guide words (See Dictionary Skills)

GAMES AND ACTIVITIES:

Word Meanings(Intermediate)

Purpose: To introduce students to the idea of using the glossary as an aid in understanding what they read.

Materials: Ditto sheets with phrases containing words listed in the student's glossary. Student's textbook.

Procedure: Copy on a spirit master phrases containing words listed in the glossary; or read sentences containing these words. Ask the students if they know the meaning of the sentence or phrase. Ask them if they know the meaning of the word which is referenced in the glossary. Have the students write what they think the word means, and then look in the glossary to find the meaning given there.

(NOTE* In preparing the spirit master, list the page from which each phrase or sentence was taken and underline the glossary term.)

Example: 1. Page 102...He had a notion to find out.
2. Page 106...She trudged down the lane.

Unknown Words(Intermediate, Junior, Senior Level)

Purpose: To introduce students to the purpose of the glossary and its use.

Materials: Chalkboard and student's textbook.

Procedure: Following silent reading, ask the students if there were any words they read for which they were unsure of the meaning. Have the students list words on the chalkboard, read the sentence in which the word appeared, and then find each word in the glossary. Have the students read the definition given there, and make up a sentence using each word.

GENERAL READING SKILL AREA: Study Skills

SPECIFIC READING PROBLEM: Inability to use the Table of Content

RECOGNIZED BY:

1. The student does not know where to go to locate specific units or chapters quickly.
2. The student seems to understand the purpose of the Table of Content, but is unable to use it properly.

DEFINITION: The Table of Content is a listing of units or chapters with page numbers. The chapters are listed in the order in which they appear in the book, not in alphabetical order. This type of listing requires scanning in order to find a specific topic.

POSSIBLE CAUSES OF THE PROBLEM:

1. Lack of understanding of "ordering".
2. Lack of ability to scan for a specific topic from a given list.

RECOMMENDATIONS:

1. Drill students on the numerical order of pages in books.
2. Have students locate quickly the page numbers you call out.
3. Practice scanning for a specific topic from a random listing.

GAMES AND ACTIVITIES:

Locating Topics(Upper Primary, Intermediate,Secondary)

Purpose: To develop an understanding of how to use the Table of Content.

Materials: A sheet of questions (duplicated on a spirit master) developed from the student's Table of Content in his textbook.

Procedure: Develop questions from the student's Table of Content such as the following:

1. On what page will you find a story about a dog?
2. On what page will you find a story about Money?

Questions may be typed on a spirit master for individual desk work. The student must scan to locate the topic and then copy the page number from his Table of Content.

WORD RECOGNITION

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEM: Basic Sight Words Not Known

RECOGNIZED BY: The student exhibits a very small sight word vocabulary in oral reading.

DEFINITION: The basic sight words are those words that a student should be able to pronounce on sight without hesitation. There are several lists of basic sight words that have been developed for teacher use. The most common list is the Dolch Basic Sight Word of 220 words. These words should be known,on sight, by the end of the third grade.

POSSIBLE CAUSES OF THE PROBLEM:

1. Poor visual memory.
2. Inattention.
3. Lack of interest or motivation

RECOMMENDATIONS:

1. Use the Oral Impress method.
2. Have the student practice the Dolch word list with a Word Box.
3. Have the student do a great deal of reading in very easy material.
4. Practice with flash cards.
5. Have student act out words.
6. Use the sight words causing difficulty in sentences. Underline the words causing difficulty and have student read sentences.
7. Place one word in a line which is different from the rest. Ask the student to circle the word that is different, then pronounce it.
8. Cut letters from sandpaper or velvet so that the student can "feel" the word as he spells and pronounces it. (Kinesthetic Method.)
9. Use picture referents with the unknown words.

GAMES AND ACTIVITIES:

Dominoes (Suitable for All Levels)

Purpose: To provide practice in word discrimination.

Materials: Flash cards, divided in half by a line, in which a different word is on each side of the card. (See examples) The teacher should make sure the words are repeated several times on different cards.

THE WHAT AND THE

A AND GO A

Procedure: After mixing the cards the game proceeds the same as dominoes. The student pronounces the word as he matches it.

Passport (Suitable for All Levels)

Purpose: To provide practice on the basic sight words and/or other sight words.

Materials: Use either group size (6" x 3") or individual size cards (3" x 1½"). One set is given to the students and the other is kept by the captain, who is usually a student who knows the words quite well.

Procedure: Each student is given several words (Passports). In order to get aboard the boat they must show their passports to the captain. When the captain calls their port (their word or words) from his deck of cards, the person who has a card matching the captain's must show it to him to get off the boat.

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEM: Vocabulary - Word Meanings, Limited Knowledge of Synonyms and/or Antonyms

RECOGNIZED BY:

1. Inability of student to associate words which are synonyms and/or words which are antonyms.
2. Inability of student to recognize synonyms and/or antonyms.
3. Inability of student to use synonym and/or antonym clues to help him discover the meaning of unfamiliar words.

DEFINITION: Synonyms are words which have the same or a very similiar meaning. Antonyms are those words which have opposite meanings.

POSSIBLE CAUSES OF THE PROBLEM:

1. Inability to distinguish between words with opposite meanings and/or between words with a similiar or same meaning.
2. Unaware that one word can have several meanings according to context.
3. Inability to determine meanings of words in context.

RECOMMENDATIONS:

1. Write words and sentences like the ones below on a ditto.

little	The boats are big.
sad	All the children were happy.
over	The kitten ran under the table.
dry	My coat is wet.

The student is to underline a word in the sentence that is an antonym of the word to the left. (Synonyms may be used in a similar activity.

2. Place a group of word cards in a card holder that are opposite to words in sentences the teacher will read, such as time, some, old, back, etc. Tell the student a sentence will be read to him and he must look at the words in the card holder. The student will come up and find and read the card that fits the sentence. Use sentences such as, "Dick is young, but his grandfather is ________." (old)

3. Put antonym cards in a card holder at random. Use words like in, out; lost, found; high, low; take, give, etc. Have the students in turn find two words in the card holder that are opposites, read the words aloudn and place them together on the chalk tray. This activity can also be used with synonyms, homonyms, and contractions.

4. Have students look through magazines for either words or pictures which represent synonyms or antonyms. They cut and paste the words or pictures on newsprint.

5. Paste pictures of different objects on large pieces of paper. At the top of each piece of paper write the word for the object. The pictures could be placed on a bulletin board titled "Different Words For." Change pictures frequently. The students write other words on the paper that mean the same as the key word. This could be done on a worksheet.

6. Give each student an advertisement from a magazine. The student is to substitute antonyms for the adjectives and adverbs used in the advertisement. Thus the advertisement is changed, guaranteed not to sell the product.

7. Make a word wheel. In the center place a common word like big. With the students, write synonyms for the center word around the spokes of the wheel, such as large, gigantic; immense, huge, tremendous, enormous, etc. Make up oral sentences for each word. Use other common words for other synonym wheels. Perhaps one word could be featured a week. The wheels could be saved for use in independent time.

8. Make two sets of cards: one set for difficult vocabulary words and one set for their synonyms. Make these self-correcting by coding the back. The students match the words to the synonyms.

9. Make a ditto sheet with a group of words at the top. Then make sentences like the example below:
   a. ____________Our class selected a president and a secretary.
   The students choose the correct synonym from the top of the page and write it in the blank.

10. Make up exercises like the example below:
    a. strong   1. rapid
    b. large   2. gigantic
    c. fast   3. muscular
    The students match the synonyms. This can be made self-correcting by putting the answers on the back. A similar exercise can be designed using antonyms.

11. Give the students a list of words. They write as many synonyms (or antonyms) as they can think of for the words. Then have the students check in the dictionary. This could be done with student teams.

12. Write two lists of words on the board similar to the ones below:
    List 1
    heavy   light   dark
    easy   hard   soft

slow	fast	loose
truth	lie	stand
follow	lead	drive
left	right	wrong
feast	fast	slow
good	poor	rich

List 2

bright	sharp
raise	higher
absent	past
enter	arrive
soft	easy
left	wrong

Point out that in List 1 the middle word is the opposite of the other two words, but that the other two words are unrelated. Then, using List 2, have the students fill in the middle word.

13. Make up exercises like the examples below:
    a. His problem was tough, but mine was easy. easy
    b. A modern building stood near the ancient temple. ancient
    c. The fake diamond was as brilliant as the real one. real
    The students write an appropriate antonym in the blank. The underline the antonym in the sentence.

14. Make up exercises like the examples below:
    a. ________ship, boat.
    b. ________old, new.
    The students read each pair of words. If they have the same or similar meanings, they write S. If they have opposite meanings, they write A.

GAMES AND ACTIVITIES:

Thumbs Up, Thumbs Down (Primary Level)

Purpose: To give students practice in recognizing synonyms and antonyms.

Materials: Groups of words which are synonyms or antonyms. (These do not need to be written down.)

Procedure: The teacher says two words. If the words are synonyms, the students hold their thumbs up. If they are antonyms, the students hold their thumbs down.

Do the Opposite (Primary Level)

Purpose: To give students the opportunity to demonstrate opposite word meanings.

Materials: Flash cards of antonyms.

Procedure: The students stand in a line facing the teacher. She holds up a word like laugh. The students are to look at this word and do the opposite. The student who does this first takes one step forward. All the rest take one step backward. The player who reaches the finish line first wins. Suggested words: laugh, cry; up, down; sit, stand; good, bad; come, go; walk, run; big, little.

Antonym Bingo (Intermediate Level)

Purpose: To develop a knowledge of antonyms.

Materials: A bingo card for each student, numbered to sixteen in random order. Have a set of sixteen antonym cards made and numbered.

Procedure: Shuffle cards and place in a stack. A student takes the top card, reads it, and the group responds with its antonym. Then they cover that word number on their Bingo cards. Four in a row wins.
Variation: This game may also be played with synonyms.

Finish the House (Primary Level)

Purpose: To develop a knowledge of antonyms.

Materials: The bottom floor of a house built with construction paper or drawn on the chalkboard. Put words that can be matched with opposites on the bottom floor. These words can be made by the students as they think of them.

Procedure: The students build the top floor with words that are the opposite of those on the bottom floor.
Variations: The students build their own top and bottom floor with words opposite to the ones they can think of. This can also be used with homonyms, synonyms, and contractions.

Synonym Rummy (Intermediate, Junior High Levels)

Purpose: To develop a knowledge of synonyms.

Materials: Thirteen sets of four cards each. Each set shows four matching synonyms. Vary the difficulty of synonyms to fit the group.

Procedure: Deal six cards to each player. Extra cards are put down in center of table. Turn the top card face-up beside the stack. Each student, in turn will either take the card showing or the top card on the stack. A student must discard a card each turn. They try to collect a set of three or four synonyms. The game ends when one player has laid down all the cards in his hand.

Fair Exchange (Primary Level)

Purpose: To practice recognizing antonyms and synonyms.

Materials: A master sack for storing synonym and antonym word cards. Print the words FAIR EXCHANGE on the sack. Two paper sacks are needed for each student.

Procedure: Form the group in a semicircle. Give each student two sacks, one empty and one for word cards. To play, a student holds up one card at a time and he reads the word. Any student who holds a card with the matching antonym reads his card. The caller of the first card must decide if the second card has an opposite meaning. If he accepts the matching card, he drops both cards into his empty sack. The students take turns calling the word cards.

I Am Thinking (Primary, Intermediate Levels)

Purpose: To develop a knowledge of synonyms.

Materials: None.

Procedure: The leader or teacher starts by saying, for example, "I am thinking of a word which means about the same as unhappy." The other players guess in turn. Whoever guesses correctly be comes the next leader. The players could be divided into teams and points could be given.

Listing Anotnyms (Intermediate, Junior High Levels)

Purpose: To develop a knowledge of antonyms.

Materials: None.

Procedure: Teams are formed. The teacher gives a word, such as relinquish, then uses it in a sentence. Each student on a team, in turn, gives words that are opposite in meaning, such as retain, grasp, maintain, restrain, etc. A point is scored for each member of the team that supplies an antonym. If a member of the other team can supply additional ones, two points for each word may be given to his team.

Game of Opposites or Antonyms (Intermediate, Junior High Levels)

Purpose: To develop a knowledge of antonyms.

Materials: None.

Procedure: Students try to use two words of opposite meaning in the same sentence or in two different sentences. Example: John is a big boy but he has tiny hands.

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEM: Vocabulary-Limited knowledge of homonyms

RECOGNIZED BY: The student is unable to distinguish homonyms in his reading.

DEFINITION: Homonyms are those words which sound alike but are often spelled differently and have different meanings.

POSSIBLE CAUSES OF THE PROBLEM:

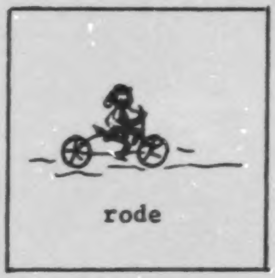
1. Not aware that some words sound alike but have different spellings and meanings.
2. Inattention.
3. Lack of interest or motivation.

RECOMMENDATIONS:

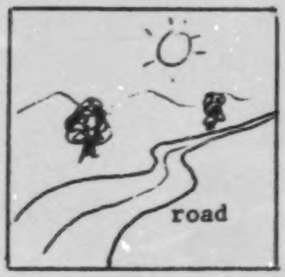
1. Write homonyms on the board in pairs, such as:

   waste-waist rode-road heard-herd wait-weight

   Have the students fold a sheet of paper into two columns. Then have them draw pictures showing the difference between the homonyms, writing the correct word under each picture. (Be sure both words can be illustrated.)



rode



road

2. Write a list of homonyms on the chalkboard, such as:

   a. sight, cite, site
   b. meet, meat
   c. hour, our
   d. reign, rain, rein
   e. flower, flour
   f. road, rode
   g. too, to, two
   h. their, there, they're
   i. pare, pair, pear
   j. chute, shoot
   k. plane, plain
   l. fare, fair

   Have in mind (or written) sentences using the homonyms. Tell the students to number their papers from one to twelve. Give sentences for each group of homonyms. After each number, have the students write the word that fits in the sentence.

3. Use mnemonic devices that have been developed for spelling in general and homonyms in particular. Mnemonic devices help students to remember by association, which vowel diagraphs to use.
Example:

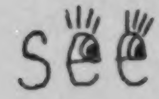
The beach is by the sea.
I see a beech tree.

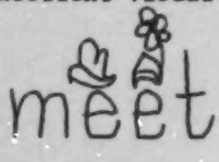
Point out that the (e) in beach and the (e) in sea make sense together and are spelled the same way. The same is true of the (e) in beech and the (e) in tree.

In like manner:

You can eat meat with peas.
I see two people meet.

The drawings below are excellent visual aids to spelling.





GAMES AND ACTIVITIES:

Charades (Appropriate for All Grade Levels)

Purpose: To give students practice in using and illustrating the meaning of homonyms.

Materials: A chalkboard with a list of several homonyms on it, such as: weigh, way, reins, rains, eight, ate, ...etc.

Procedure: Have a student choose a pair of homonyms, act out one of the two words, and have the students guess which word it is. The student who guesses the correct homonym may be the next to act out a word. Variations: The word acted out may be used in a sentence.

Teakettle(Appropriate for All Grade Levels)

Purpose: To give the students practice in using homonyms correctly in context.

Materials: None

Procedure: A student chosen to be it leaves the room. The class decides on homonyms such as: so-sew. When the student returns, each member of the group uses the word in a sentence. However, he substitutes the word "Teakettle" for the homonym. The person giving the final clue before the answer is guessed gets to be "it". Example: I would like to "teakettle" on the lake. (sail) Or, I am going to the department store"teakettle."(sale)

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEM: Cannot give the sounds indicated by the consonant letters in initial position.

RECOGNIZED BY:
1. Student unable to give the correct sounds of the initial consonant.
2. Inability to think of words which fit into context and beginning beginning sound.

DEFINITION: Initial consonant letters are those consonants found at the beginning of a word.

POSSIBLE CAUSES OF THE PROBLEM:

1. Poor auditory perception.
2. Poor auditory discrimination.
3. Inability to relate oral to written language.
4. Poor comprehension.
5. Failure to learn to use context to predict what next word will be.
6. Not knowing letter sounds.

RECOMMENDATIONS:

1. Practice auditory discrimination from readiness workbooks.
2. Use the cloze procedure.
3. Use the language experience approach.
4. Teach sounds not learned through the discovery method.
5. Teach listening comprehension.
6. Teach letter sounds through comparison with known words.
7. Have students make up silly words using the letters being taught.

GAMES AND ACTIVITIES:

1. The students make up short sentences or phrases with words that start with the same letter.
2. A student goes to the front of the room and says, "I spy something that begins with d." The other students try to guess what it is. The child who guesses it correctly becomes IT.

3. On the chalkboard draw a set of blocks with a consonant in each. The students erase them by giving words that begin with the sound of the letter shown on the blocks.

4. When dismissing students from the reading group, give words that start the same as their names, such as ball, for Bob, got for Gail, etc. Each child may leave when he hears a word that starts like his own name.

5. The teacher makes dittoes of a large circle divided into 8 pie sections, with the consonant letter in the middle. The students draw pictures of words beginning with that sound in each section.

6. Have each student write his name in large letters. Then he is to write as many words as he can think of that start with the same letter under the letters of his name.

7. When introducing a new sound, such as f, have the students cut out a large fish from construction paper. The students then find pictures in a magazine with this sound. They paste the pictures on the back of the fish, after the teacher checks the pictures to be sure they are correct.

Animal Cages (Primary Level)

Purpose: To give practice in recognizing initial consonant sounds.

Materials: One toy animal of each kind: deer, monkey, rhinocerous, lion, tiger, camel, zebra, bear, gorilla, hippopotamus, fox, seal, walrus, etc; empty strawberry baskets with one letter affixed to each: d, m, r, l, t, c, z, b, g, h, f, s, w; container for animals; container for boxed animals and "cages".

Procedure: The student says the name of the animal and listens for the beginning sound. He places the animals in the appropriate cages according to the beginning sound. The students should be familiar with the animals they will use before they begin.

Sound Basket Upset (Primary Level)

Purpose: To give practice in recognizing initial consonant sounds.

Materials: Three consonant sounds, several cards of each of the three sounds you are using.

Procedure: Have the students sit on chairs arranged in a circle and give each student one of the letter cards. One student is IT and stands in the center of the circle. Remove his chair. The student in the circle should say a word that begins with one of the three letters being used. Each student holding a card with the letter that represents the initial sound of the spoken word should leave his chair and try to find another one to sit on. The student who is IT should also try to find an empty chair. The student left without a chair is IT in the next round. After several turns the student can say a word beginning with one of the three letter sounds or use the term, "Sound Basket Upset", which is a signal for all of the students to change seats.

Letter Toss (Primary Level)

Purpose: To give practice in recognizing initial consonant sounds.

Materials: Make a set of alphabet flash cards, omitting Q, X, Y, and Z.
Prepare a list of categories, such as:
Cities and towns (countries)
Flowers and trees
Book titles
Famous men

Procedure: Name a category. Then hold up alphabet cards in turn. The student who names something in that category beginning with the letter of the alphabet shown gets the card. Keep the game moving very quickly. The student who has the most cards at the end of the game is the winner.

Baseball (Primary Level)

Purpose: To give practice in recognizing initial consonant sounds.

Materials: Make a card for each consonant sound.

Procedure: The pitcher flashes a letter. If the batter calls a word beginning with that letter, he makes a hit and goes to first base. If the next batter scores a hit, he goes to second, etc. Three wrong answers and the team is out. The winner is the team with the most runs. (The baseball diamond can be made with objects in the room, such as four chairs.)

Sound Chairs (Primary Level)

Purpose: To give practice in recognizing initial consonant sounds.

Materials: Set up chairs in a circle so there is one less chair than there are players.

Procedure: The teacher or leader says words that begin with a given sound, such as f, while the students walk around past the chairs. As soon as the leader says a word that does not start with f, the students sit down. The student who is left without a chair is out of the game. Another chair is removed and the game continues until all but one of the players is eliminated. A player is also out of the game if he sits down before he should.

Phonics Post Office (Primary Level)

Purpose: To give practice in recognizing initial consonant sounds.

Materials: Make a post office of tagboard with pockets. Label the pockets with consonants. Have a set of picture cards available for children to use.

Procedure: The students sort the picture cards according to initial consonant sounds. Each picture card is placed in the appropriate consonant pocket.

Jack Pot Game (Primary Level)

Purpose: To give practice in recognizing initial consonant sounds.

Materials: Make a set of letter cards for each student with consonants beginning with those being studied. All the decks are alike.

Procedure: Each student is given a set of cards. He places the cards in front of him. The teacher says a word like dog, and asks its beginning sound. The first person to hold up d collects all the d cards from the other players. The game continues until all the cards have been played. The student with the most cards at the end wins.

Shopping at the Supermarket (Primary Level)

Purpose: To give practice in recognizing initial consonant sounds.

Materials: Have available a shopping bag or grocery bag. Make a set of word cards using the names of things obtained at a supermarket, such as bottle, beans, peanuts, pickles, coffee, pears, etc.

Procedure: Choose a student to distribute several cards to each player. Then ask, "Who has bought something that begins like puppy?" The student whose cards answer the question may read them aloud and deposit their purchases in the shopping bag.

Clip the Consonant (Primary Level)

Purpose: To give practice in recognizing initial consonant sounds.

Materials: On paper plates, write single consonants with matching pictures, such as the letter b and a picture of a basket. Then take clip clothes pins and paste small pictures mounted on tagboard on the lower half of each clothes pin. Place the clothes pins in a box (Make several clothes pins with pictures for each consonant sound.)

Procedure: Let the students clip the clothes pins on the appropriate paper plates, matching the sounds.

Passenger Train (Primary Level)

Purpose: To give practice in recognizing initial consonant sounds.

Materials: Make cards with single consonants on them.

Procedure: The students are passengers on the "train", with one student as ticket agent. The students buy tickets (cards with single consonants) from the ticket agent. The conductor (teacher) comes through the train and collects the tickets. She asks each passenger, "Where are you going?" The passenger looks at the ticket, L for example, and says, "I am going to like", (naming any word that begins with the letter on his ticket). After all the students have told where they are going, the conductor calls for the letters in mixed order (stations). Any passenger who fails to recognize his station must go to the end of the train and give three words that begin with the letter on his ticket.

First-Sound Sorting Boxes (Primary Level)

Purpose: To give practice in recognizing initial consonant sounds.

Materials: Boxes, each designated with one letter; spray paint; objects to be sorted according to their initial sounds; container for objects; container for boxes and boxed objects.

Procedure: The student sorts the objects into the boxes matching the initial sound of each object with the appropriate letter.

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEM: Consonant Sounds Unknown

RECOGNIZED BY: The student is unable to give the correct sounds of the consonants.

DEFINITION: Consonants are those letters of the alphabet excluding a, e, i, o, u. Each has a distinct sound of its own with the exception of a few variants that have more than one sound. Variants will not be included in this problem.

POSSIBLE CAUSES OF THE PROBLEM:

1. Trying to learn too many sounds before first sounds are fixed firmly in the mind.
2. Meaningless memorization.
3. Failure to apply to enough known words.

RECOMMENDATIONS:

1. Use flash cards where the initial consonant sound is shown with a picture. Underline the consonant.
2. Use a tape recorder to have children hear the beginning consonant sounds of words. Say the consonant, then say a word, e.g., "b" bat or "z" zebra.
3. Put word lists on the board and let students underline the words that begin with designated consonants.
4. Use kinesthetic flash cards for the student to feel as he makes the sound of the consonant. Have him trace the letter with his finger.
5. Have the student repeat, after the aide, teacher, or a classmate, the name of the consonant and say several words that begin with the consonant sound.

GAMES AND ACTIVITIES:

Checkers (Primary Level)

Purpose: To provide practice on various consonant sounds.

Materials: Cards with consonant sounds on them. Large squares of paper in two contrasting colors.

Procedure: Draw a checkerboard on the floor or place sheets of construction paper on the floor in a checkerboard pattern. Divide players into two groups and place each group back-to-back on the two middle rows.

Each group must not have more children in it than there are squares across one row of the checkerboard. Each child stands on a square and holds one card with a sound on it. The teacher calls a word which has the beginning sound that corresponds with the sound on the card the player holds. When the child hears a word that has his sound on it he may move one square toward "Kings Row". The object of the game is for one side to reach "Kings Row" first. If a child misses a sound, or moves when he shouldn't, then his side has to move a man back one space. There may be times when several children will move at once depending, of course, on the words chosen by the teacher.
Variation: Hold up cards with the consonant letters on them and let a player from each side in turn name a word with that consonant sound. For a correct response the player may advance one space.
Variation: To make variation one a little more difficult, have the player say the consonant letter he sees and repeat two or more words that begin with the consonant sound.

Word Trail (Suitable for All Levels)

Purpose: To provide practice on consonant sounds.

Materials: A piece of tagboard, a list of consonants to be taught, and a die.

Procedure: Draw a margin, about two inches, around the sheet of tagboard. Divide the margin into spaces large enough for writing the consonants for practice. On the corners and in several spaces between corners insert penalties and rewards such as, take another turn; move back three spaces; etc. The players then take turns shaking the die and moving their "token" along the spaces, saying each consonant as they move. If they cannot say a certain consonant they must stop on the space behind it and wait for another turn. The first player around the "word trail" is the winner.

Write the Sound (Primary Level)

Purpose: To help the learner hear the sound of the beginning consonant after saying the name of a picture.

Materials: Use an insert from a photograph album (plastic covered and adhesive backed, the kind made from sturdy board that photographs will adhere to. The heavy plastic cover serves as an overlay that the student can mark on with a grease pencil); red or black grease pencil; pictures of nouns to paste on the underside of the plastic and some construction paper.

Procedure: Draw or paste pictures of twelve nouns on a sheet of construction paper. Under each picture draw a space for writing the beginning sound of each picture. Each noun should begin with the consonant sounds that are being taught. Write the directions as follows on the top of the colored sheet on which the noun pictures are drawn:

"Look at each picture. Say the name of the picture to yourself. Write the sound that begins each word under the picture. When you have finished writing all the sounds let your teacher check your work." Place the colored paper on which the pictures are drawn or pasted under the plastic overlay. Seal the edges with scotch tape. This forms a permanent work sheet that can be used over and over since the markings with the grease pencil can be erased with tissue.

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEM: Vowel Sounds Not Known

RECOGNIZED BY:
1. Student consistently mispronounces vowels in analyzing words.
2. Student unable to give the correct sounds and varient sounds of the vowels.

DEFINITION: The following five phonemes represent the long vowel sounds: a, e, i, o, u. (The phoneme y can represent a long sound also. It represents the same sound as the long vowel sound of i as in "my", or the long e sound as in "happy".) These same five phonemes may also represent the five short vowel sounds.

POSSIBLE CAUSES OF THE PROBLEM:

1. Has not been taught or has had improper instruction in vowel sounds.
2. Has not learned key words for vowels.
3. Poor auditory memory.

RECOMMENDATIONS:

1. Teach vowels through discovery method of comparing words.
2. Teach a key word for each vowel sound.
3. Practice spelling words and nonsense syllables phonetically.
4. Use flash card pictures representing words containing short and long vowels.
5. Play "Phonics Rummy", and other vowel letter games.
6. Practice reading from linguistic readers, as well as programmed readers and materials.

GAMES AND ACTIVITIES:

Picture Flash Cards (Primary, Intermediate Levels)

Purpose: To provide practice in giving the sound for the printed vowel letters.

Materials: 3 x 5 index cards with an individual vowel letter printed on the front and back sides and a picture illustrating a word which uses each vowel letter.

Procedure: Construct flash cards in which the vowel is shown along with a picture illustrating a word which uses that vowel (short "a" as in "hat"; long "a" as in "rake"). On the opposite side print only the vowel letter marked. This side without the picture is to be used as the pupil progresses in ability. (When using this method for a large group 2" x 2" slides or transparencies for the overhead projector may be substituted for flash cards.

Recognizing Vowel Sounds In Words

Purpose: To develop recognition of like vowel sounds.

Materials: Ditto sheet of words as shown in the example.

Procedure: Have the student circle or underline the words in a line of words which have the same vowel sound as the first word in the line. Example:

1. Long a. dog b. of c. to d. lone
2. Hat a. car b. bear c. same d. happy
3. Line a. with b. win c. wild d. is
4. Treat a. tread b. same c. easy d. well

Auditory-Visual Recognition of Vowel Sounds

Purpose: To develop an association of vowel sounds with the printed symbol for each vowel.

Materials: 3 x 3 index cards.

Procedure: Print the vowel letters on 3 x 3 flash cards. Use the breve(˘) to indicate short vowels and the macron (-) to indicate long vowels. Spread the cards out so that the pupil can see all of them at once. As you call out the sound of the vowel letters, or as they are played from a tape recording, have the pupil pick up the right card to match the sound he hears, and give a word in which that vowel sound is used.

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEM: Consonant Blends Not Known

RECOGNIZED BY: Student is unable to give the correct sounds of the blends although he may be able to say letter sounds separately.

DEFINITION: Blends are combinations of two or three consonant letters blended together into sounds while retaining the sounds of the individual letters: e.g., cr in crayon, and pl in plate.

POSSIBLE CAUSES OF THE PROBLEM:

1. Has possible vision problem.
2. Lacks patience with blending consonant sounds.
3. Initial consonants not known.
4. Poor visual discrimination of form.
5. Too much emphasis placed on sounding single letters.

RECOMMENDATIONS:

1. Check vision.
2. Check knowledge of single consonant sounds.
3. Practice saying vowel sound, then consonant-vowel sounds blended, and then consonant-consonant-vowel sounds blended: a, la, bla, e, es, est.
4. Construct flash cards in which the blend is shown along with a picture illustrating a word using that letter combination. On the opposite side of the card print only the blend.
5. Use tape recorder to record the letter combinations with their sounds and let students hear as many times as necessary to learn them.
6. Prepare chart of letter combinations which can be used with tape recorder.
7. Put blends on cards and separate into groups of ten. Lay out groups of cards allowing students to see all ten at once. As teacher calls sounds have students pick up the correct card to match the sound.
8. Use same procedure as in "4" preceeding, only tape record the words.

GAMES AND ACTIVITIES:

Word Trail (Suitable for all Levels)

Purpose: To provide practice on consonant blends.

Materials: A piece of tagboard, a list of blends to be taught, and a die.

Procedure: Draw a margin (approximately two inches) around the sheet of tagboard. Divide the margin into spaces large enough for inserting the consonant blends for practice. On the corners and in several spaces between corners insert penalties and rewards such as, take another turn; move back three spaces; etc. The players then take turns shaking the die and moving their players (a piece of corn) along the spaces, saying each blend as they move. If they cannot say a certain blend they must stop on the space behind it and wait for another turn. The first player around the "word trail" is the winner.

Word Puzzles (Suitable for All Levels)

Purpose: To provide practice in recognizing blend sounds and to provide practice in blending.

Materials: Envelops, word cards.

Procedure: Cut a number of word cards of equal sizes. Print a word containing a blend which has been taught: e.g. "glad", "stand", etc., on each card. Cut each word in two between the blend and the remainder of the word. Place about eight to ten of these in each envelope and pass out the envelopes to the students. The students then assemble the blends and word parts to make words. After being checked by the teacher, the envelopes are exchanged so that each student eventually assembles the words in each envelope.

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEMS: Consonant Digraphs not known

RECOGNIZED BY:
1. Student unable to give the correct sounds of the consonant digraphs.
2. Student begins ch word with c sound.
3. Student trys to sound each letter of digraph.

DEFINITION: A consonant digraph is the combination of two consonants to represent a single sound. Both consonants lose their own characteristic sound and combine to symbolize a completely new sound. Consonant digraphs used in the initial position in words include ch, kn, ph, th, wh, and wr. Digraphs used in the medial and final position in words include ch, ck, ng, sh, and tch.

POSSIBLE CAUSES OF THE PROBLEM:

1. Has not learned digraphs.
2. Has had too much emphasis placed on sounding single letters.

RECOMMENDATIONS:

1. Teach digraphs.
2. Give much practice of sounding out words containing digraphs.
3. Play word games containing digraphs.
4. Record the letter combinations with their sounds and let students hear these as many times as it is necessary to learn them.
5. Construct flash cards in which the digraph is shown along with a picture illustrating a word using that letter combination.

GAMES AND ACTIVITIES:

Picking Apples (Primary Level)

Purpose: To give practice in recognizing consonant digraph sounds.

Materials: Draw a large tree on the board. Put apples on the tree with digraphs on the apples. (This could be done with construction paper apples stuck on with tape.

Procedure: To pick an apple, the student must give a word with the indicated digraph in the word.

Airplane (Primary Level)

Purpose: To give practice in recognizing consonant digraph sounds.

Materials: Put digraph cards on the chalk tray.

Procedure: Have the group divided into two teams. Each team represents an airplane. The teams line up. The teacher says a word beginning with one of the digraphs placed on the chalk tray. The first person from each airplane goes up and tries to be the first to point to the correct digraph for the word. Then the next two students do the same, and so on. The airplane with the most points wins.

Match the Ending (Primary Level)

Purpose: To give practice in recognizing consonant digraph sounds.

Materials: On tagboard strips write one-syllable words. Cut the ending consonant digraph sounds off in a zigzag pattern. For example the word back would be cut between the a and c. Store in an envelope.

Procedure: The students match the beginning of the word with the ending. This activity can be made self-correcting by coding the answers on the back of the cards.

Put the Tail on the Elephant (Primary Level)

Purpose: To give practice in recognizing consonant digraph sounds.

Materials: Draw a large elephant on the blackboard. Mark off sections and write in consonant digraphs.

Procedure: Blindfold a student and face him in the direction of the elephant with a piece of chalk in his hand. He is to draw a tail where his chalk touches. If he hits the tail spot he wins. If not, he is to give a word that starts with the digraph in the territory he hit.

Jack Pot

Purpose: To give practice in recognizing consonant digraph sounds.

Materials: Make a set of cards for each student with a different consonant digraph written on each card. (Each student will have the same set of cards.)

Procedure: Each student gets a pack of cards (all packs alike). The students spread the cards out in front of them, face up. The teacher says a word such as phone. The first student to hold up the ph card collects the ph cards from the other students. The student with the most cards at the end wins.

Blend Fishing

Purpose: To give practice in recognizing consonant digraph sounds.

Materials: Consonant digraph cards are cut in the shape of fish. A paper clip is slipped over each card. Fishermen are equipped with a pole (short stick), a fish line (20 inches of store string), and a fishing hook (small magnet).

Procedure: Each student gets a turn trying to catch a fish. If he can call a word that begins with the consonant digraph sound on the fish he has caught, he may keep the fish. If he is unable to think of a suitable word, he returns the fish face down, to the fish pond.

Spin and Call

Purpose: To give practice in recognizing consonant digraph sounds.

Materials: Divide a large oaktag circle into eight sections. Print a consonant digraph in each section. Attach a large pointer to the center of the circle so it spins freely.

Procedure: The player spins the pointer and calls a word containing the particular consonant digraph to which it points when coming to a stop. If a correct word is called, he scores one point. A record should be kept of words called so no repetitions take place. Also, a time limit should be set so the students will not take too long in thinking of a word.

Activities:

1. Write on the chalkboard the digraph to be taught. Under the digraph, write two or more key words which illustrate its sound. The example below uses ch and ng to illustrate how the activity should be conducted.

CH	NG
chair	sing
ch	ng
chair	sing
chain	ring
ch	ng
chain	ring
chat	song
ch	ng
chat	song

Point to the digraph and have students give the letter name of each consonant. Pronounce each word in unison with the students. Have them note the single ch sound at the beginning of each word and the ng sound at the end. Separate the digraph from the other letters in the word and give its sounds in isolation. Say it again as a part of the word. Have students suggest other words in which the combination is used with the same sound. Listen for the sound of the digraph in each word suggested. Write the words on the chalkboard and have the students pronounce them.

2. Construct a set of practice cards by writing a consonant digraph on one side of the card and a key word to illustrate its sound on the other side. Make a card for each of the beginning and ending digraphs. Expose the cards to the students and have them copy the digraph and word on a card for their use. Use the cards for the following activities:
   a. Expose the side of a card showing the digraph. Have the students suggest a word that begins or ends with the diagraph.
   b. Pronounce a word containing a digraph but which is not the same as the key word on the cards. Have students expose a card showing the digraph that is used in the word pronounced by the teacher.
   c. Expose the key word side. Have the students show the card containing the digraph and give the sound of the digraph as it is used in the word.
   d. Expose the side of a card showing a digraph. Have the students write on paper three or four words in which the digraph is used. Ask them to pronounce their words and give the sound of the digraph.

3. Prepare an exercise sheet by writing at the top of the page the consonant digraphs to be taught. Below the digraphs write several word parts in which spaces are used at the point where digraphs should be written in ch, sh, th, wh, ng, kn, ck.
   (sh) oe
   (th) is
   (ch) ew
   (wh) ich
   (kn) ife
   ri (ng)
   In the example above the digraphs that should be written in are enclosed in parenthesis. Have students complete the exercise by selecting a digraph from those listed at the top of the page and writing it in the space preceding or following each word part. Select a digraph which will change the word part into a complete word. When the exercise is completed, have the students pronounce each word they have written.

4. Prepare several cards by writing on one side of each card a word part which can be made into a complete word only by adding one of the consonant digraphs. On the other side of the card write the model word correctly. Expose each card for about one second. Have the students say the correct word and give the digraph they have supplied. The student should give the letter names of the consonants supplied and the sound of the digraph as it is used in the word. If the student adds the wrong digraph, forms an incorrect word, or cannot think of a fitting digraph, expose the side containing the model word. Study the word, pronounce it, find the digraph, sound it, and then say the word a second time. When more than one digraph can be used correctly to form a word, give credit for those that are used.

NOTE: Also look under Consonant Letters in Initial Positions. Most of the ideas listed there are also appropriate.

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEM: Vowel digraphs not known

RECOGNIZED BY:
1. Student unable to give the correct sounds of the vowel digraphs.
2. Student trys to sound each letter of the digraph.

DEFINITION: A vowel digraph is the combination of two vowels to represent a singel sound. In saying a digraph the position of the mouth does not change: e.g. ai in pain, ay in hay, ea in each, ea in weather, ee in tree, ui in build, ui in fruit, oo in book, oo in boot, etc.

POSSIBLE CAUSES OF THE PROBLEM:

1. Has not learned digraphs.
2. Has had too much emphasis placed on sounding single letters.

RECOMMENDATIONS:

1. Give much practice of sounding out words containing digraphs.
2. Play word games containing digraphs.
3. Record the letter combinations with their sounds and let students hear these as many times as it is necessary to learn them.
4. Construct flash cards in which the digraph is shown along with a picture illustrating a word using that letter combination.
5. Use commercially prepared games that the children can play individually or in groups.

GAMES AND ACTIVITIES:

Tick-Tack-Toe

Purpose: To give practice in recognizing the sounds of digraphs.

Materials: Prepare pack of vowel digraph picture cards. (For example: a tree) Students are given a tick-tack-toe ditto sheet, containing a vowel digraphs in each block (ee for tree).

Procedure: The students pair off in two's. Each group has a pack of cards. Each student takes a turn. If he can match his card with a section of his tick-tack-toe chart, he may cross that square off.

Pocket Chart

Purpose: To give practice in recognizing the sounds of digraphs.

Materials: Use a closet shoe bag for a holder. Clip a vowel digraph to each pocket. Provide a pack of sound picture cards made from magazines and catalogues, or word cards may be used.

Procedure: The students take turns placing the cards in th pockets. The answer could be on the backs of the cards so the students can check themselves.

Vowel Digraph oo

Purpose: To give practice in recognizing the sounds of digraphs.

Materials: Draw a small picture of a goose and a book. Glue the pictures to the flat side of a clothespin. Clip the clothespin to the rim of two small boxes.

Procedure: The student draws a word card from an envelope and says the word. He differentiates between the two sounds of the digraph oo and places the word in the correct box. This may be used with all vowel digraphs which have more than one sound. Suggested words are: fool, cool, foot, shoo, nook, zoo, brook, good, cookie, school, cooked, hood, broom, tools, shook, poodle, caboose.

A Stringer of Fish (Primary Level)

Purpose: To give practice in recognizing the sounds of digraphs.

Materials: Each child in the group has a piece of rug yarn attached to a corner of the bulletin board so it hangs freely. Have many colored fish cut from construction paper or tagboard.

Procedure: As a child learns a word containing the vowel digraph being studied, he writes it on a fish, punches a hole in it, and strings it on his yarn (from the bottom). As the stringer gets full, fish will bunch up and have to spread toward the top of the yarn.

Race Track (Primary Level)

Purpose: To give practice in recognizing the sounds of digraphs.

Materials: Make a large race track. Divide into sections and write a vowel digraph in each. Cut several pictures from magazines and place in an envelope.

Procedure: The student races against himself. He takes a picture from the envelope. If he can match it to a digraph space on the race track, he can cover the space. To win he must cover all the spaces in any order.

NOTE: For other games and activities, see Consonant Letters and Consonant Digraphs. Most of the ideas listed there are also appropriate for use with Vowel Digraphs.

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEM: Diphthongs not known

RECOGNIZED BY:
1. Student unable to give the correct sounds of the diphthong.
2. Student gives long sound for the first vowel and the second is short.

DEFINITION: A diphthong is composed of two letters whose sounds are slurred together so closely that they give the impression of one sound. The voiced sound begins with the sound of the first letter and glides into the sound of the second: e.g. ou, ow, oi, oy, er.

POSSIBLE CAUSES OF THE PROBLEM:

1. Has not learned diphthongs.
2. Has had too much emphasis placed on the vowel rule that "when two vowels come together the first vowel usually is long and the second silent."

RECOMMENDATIONS:

1. Give much practice of sounding out words containing diphthongs.
2. Play word games containing diphthongs.
3. Record the letter combinations with their sounds and let students hear these as many times as it is necessary to learn them.
4. Construct flash cards in which the diphthong is shown along with a picture illustrating a word using that letter combination.
5. Use commercially prepared games that the students can play individually or in groups.

GAMES AND ACTIVITIES:

Authors with Diphthongs

Purpose: To give practice in pronouncing diphthongs.

Materials: Words are printed on corners of cards -- four words to a set. A set consist of four words that contain the same diphthong. This can be high lighted by underlining the letters or writing them in red.

Procedure: Each student is dealt four cards and one student begins the game by calling for a word containing a given diphthong. If he gets the word he may continue to call for words. When his opponent indicates that he does not have the diphthong called for, the student draws from the deck of cards that is face down on the table. The student who acquires the most sets wins.

Deezio

Purpose: To give practice in pronouncing diphthongs.

Materials: A set of 25 cards is constructed. Recommended card size is 2½ by 3 inches. A diphthong is written in two diagonal corners. A word containing this diphthong is written in the center of the card. It is necessary to have at least two cards with the same digraph, but the word in the center should differ. The twenty-fifth card will have no duplicate. This card has a drawing of a funny face and is "Deesio".

Procedure: All cards are dealt to the players and each player immediately looks for pairs of cards with the same diphthongs. He places these pairs in front of him, saying the word on each card as he puts it down. If he cannot read the words, another player may tell him, but he must hold the pair until his next turn. Then the player to the left of the person with the most cards begins playing by drawing a card. He draws a card from the player holding the most cards. The drawer attempts to match the card with one in his hand. If he has a pair, he places it in front of him and reads the words. If no match is made, he retains the card in his hand. The playing continues clockwise around the table. The player who matches all his cards first wins. The rest continue to play until one person is left with "Deezio", he is the "Deezio".

Lotto Diphthongs

Purpose: To give practice in pronouncing diphthongs.

Materials: With the help of her students, the teacher prepares cardboard master cards eight by eleven inches in size. These master cards are blocked off vertically and horizontally into 25 small squares. The middle space is marked free. Diphthongs are placed on the 24 spaces that remain. Each master card must have the same diphthongs on it but in different positions. Twenty-four words known by the students on sight that contain the diphthongs are placed in an envelope

Procedure: As individual words are drawn from the envelope and called, the players find the diphthongs on their master cards and cover them with a marker. The marker may be a kernel of corn, a bean, or a small piece of cardboard. The first student to cover a row of diphthongs in a straight line, vertically, horizontally, or diagonally, calls out "Lotto". If he has not erred, he is declared the winner.

Activities:

1. Select several words from the students' vocabulary which illustrate each of the diphthongs. In columns on the chalkboard, write the diphthongs to be taught, and, under each diphthong, write the words which illustrate the sound it signifies. The following words could be used if they are in the student's vocabulary:

OU	OW	OI	OY
out	cow	oil	toy
loud	how	toil	joy
south	brown	coin	boy

Pronounce each word in unison (teacher and students). Point out how each vowel contributes to the sound of the diphthong. Sound the diphthong in isolation and note the exception to the vowel rule that "in a vowel combination the first vowel usually has the long sound and the second one is silent." Note the similarity in the ou and ow combinations. Have students pronounce the key words for each diphthong and suggest other words in which the vowel combinations signify the same sound.

2. Print on flash cards each of the diphthongs. Expose each card briefly. Have the students write the combination on paper, along with a word in which the diphthong is used. Have children pronounce the words they wrote and give the sound of the diphthong.

3. Find a short story or selection in a basal text which has several words that contain diphthongs. Have the students scan the reading material rapidly to locate and pronounce words which contain diphthongs. Write the words on the chalkboard, and have the students pronounce them. Find and sound the diphthongs. Ask students to suggest other words which contain the same vowel combination.

4. The student is given a list of words. He underlines all the words that have the same diphthong sound as that appearing in the first word.

5. The student is given a list of words that have diphthongs missing. He chooses that diphthong from several given which will complete each word.

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEM: Inability to distinquish between the hard and soft sounds of c

RECOGNIZED BY:

1. Inability to sound out words in which c sounds like s
2. Inability to sound out words in which c sounds like k

DEFINITION: The hard sound of c is the k sound, as is in the word cake. The soft sound of c is the s sound, as is in the word city. C is usually pronounced as (k) except when it is followed by e, i, or y, then it is pronounced as (s).

POSSIBLE CAUSES OF THE PROBLEM:

1. Knows only one sound for c.
2. Does not remember to try another sound.
3. Does not know the rule for "hard" and "soft" sound of c.

RECOMMENDATIONS:

1. Teach both sounds of c.
2. Practice on lists of familiar words, most of which have a "soft" sound.
3. Practice oral group response with fash cards with ca, ce, ci, co, cu, cy, and cla.
4. If problem persists, teach rule.

GAMES AND ACTIVITIES:

Hard and Soft C Board

Purpose: To teach the hard and soft sounds of c.

Materials: 18" X 24" tagboard and cardboard, 10 pictures for each beginning sound, rubber cement, clear contact paper to protect answer board, masking tape to strengthen all edges, 10 plastic bracelets or rings cut from heavy plastic, and container for bracelets or rings.

Procedure: The rule is stated at the top of the board - c is usually pronounced as k except when it is followed by e, i or y, then it is pronounced as s. The teacher and the child decide together which sound the child will listen to, and the child circles the sound in the rule with a plastic bracelet. Below the rule are twenty pictures (10 for each sound). The child says the name of each object and circles all the ones that begin with the particular sound. The teacher might discuss the activity as follows: "What sound would you like to listen for this time, Susan? - The k sound or the s sound that c makes? Okay, let's see if you can find something that has the *k* sound that *c* makes. Say the names of these pictures: cake - does that sound like *k*? How about this one? - car - does that sound like *k*? Good for you, Susan! Put one of the rings around each. See if you can find others by yourself."

Which Sound?

Purpose: To teach the hard and soft sounds of *c* and *g*.

Materials: Prepare pictures with soft and hard *c* sounds in them. Each pupil should get a piece of paper with *k* on one side and *s* on the reverse side.

Procedure: As each picture is shown to the children, have them hold up the letter which tells the *c* sound with which the picture name begins.

Underlining Words

Purpose: To teach the hard and soft sounds of *c* and *g*.

Materials: Give the children a list of dittoed words with soft and hard *c*. Or have the list on the board for the children to copy.

Procedure: The children are to put one line under each hard *c* sound and two lines under each soft *c* sound.

C Bingo

Purpose: To teach the hard and soft sounds of *c*.

Materials: Bingo cards are run on ditto sheets and given to the children. The teacher then puts a list of words containing hard and soft *c* on the board. The children fill in each square with a word from the list. Each word should also be printed on a card. Each child needs a button for a marker.

Procedure: The teacher or a child pulls a card and reads the word. The children cover the word. The first child to cover the words called (as in Bingo) wins.

C Drill

Purpose: To teach the hard and soft sounds of *c*.

Materials: Glue on to clothespins cards which say *hard c* and *soft c*. Clip the clothespins to the side of plastic tumblers or plastic bowls. Place the tumblers near boxes which contain word cards. On the top of each box, glue the rules which determine the hard and soft sounds.

Procedure: The child reviews the sounds of the *c* by drawing a card and placing it in the correct tumbler.

Rule: The letter c before e, i, and y usually has the soft sound - like s in city. The sound of the letter c is hard in cat. Put the cards in the right tumblers.

cent
carrot
cream
pencil
copy
circus
notice
since
ice
come
corn
tonic
cattle
rice
police
race
magic
cold
atomic
voice
attic
course
center
palace
core
coal
cereal
calf
certain
second
grocery
contain
cemetery
arithmetic

Match the Sound

Purpose: To teach the hard and soft sounds of c.

Materials: Make a worksheet as follows: On one side write a list of words containing hard and soft sounds of c. On the other side draw a picture of a cat (at the top of the page) and a picture of a city at the bottom.

Procedure: The children are to read each word. If they hear the hard c sound as in cat, they draw a line form the word to the picture of the cat. If the c sounds like the c in city, the line is drawn to the picture of the city.

Erasaword

Purpose: To teach the hard and soft sounds of c.

Materials: Write a group of words containing either a hard or soft c. The first child to point to a word containing the indicated sound gets to erase the word after he has read it correctly. He goes to his seat, the other child stays at the board, and a new child comes to the board.

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEM: Inability to distinguish between the hard and soft sounds of g.

RECOGNIZED BY: 1. Inability to sound out words in which g sounds like j.

DEFINITION: The hard sound of g is the g sounds, as is in the word goat. The soft sound of g is the j sound, as is the word gem. G is usually pronounced as g except when it is followed by e, i, or y, then it is pronounced as j.

POSSIBLE CAUSES OF THE PROBLEM:

1. Knows only one sound of g.
2. Does not remember to try another sound.
3. Does not know hard and soft rule.

RECOMMENDATION:

1. Teach both sounds of g.
2. Practice on list of familiar words, most of which have a soft sound.
3. Practice oral group response with flash cards with ga, ge, gla, and gy.
4. If problem persists, teach rule.

GAMES AND ACTIVITIES:

NOTE: See games and activities under inability to distinguish between the Hard and Soft sound of c.

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEM: Inability to blend sounds into words.

RECOGNIZED BY:

1. Inability to blend sounds into words, although he can say letter sounds separately.
2. Inability to recognize words that he can say.
3. Sounding out words with added sounds so that they cannot be recognized (e.g., "Buh-aa-Duh" for bad).

DEFINITION: Many students can recognize the letters, reproduce the sounds they symbolize, and yet have trouble in putting the sounds together into a recognizable word. If students are not adept at blending, sounds into words, they will be unable to reproduce the sound of a new word closely enough to recognize either its sound or meaning.

POSSIBLE CAUSES OF THE PROBLEM:

1. Improper teaching of consonants with uh sound added.
2. Does not understand use of letter sounds.
3. Does not know letters as beginning sounds of key words.
4. Attempts to say consonant sound before looking at the vowel.
5. Thinks of letter names rather than of sounds.

RECOMMENDATIONS:

1. Teach sound blending by beginning practice with two letters, a vowel and a consonant (like m) which can be pronounced alone.
2. Say sounds and have student repeat the word and then use two printed letters, then three letters, and then sounds with the consonant that cannot be pronounced alone and finally consonant blends.
3. Teach consonants as beginning sounds of key words rather than as isolated sounds.
4. Have student practice one consonant with different vowels: ba, bu, be, etc.
5. Have student look at the consonant p, hold his mouth in position for the p sound, and then look at the vowel e, and say the two together; repeat this exercise with other vowels and then other consonants.
6. Have student see how fast he can give letter sounds (not names) of letters that can be sounded alone. Do not permit the student to follow the letter with an "uh" sound.

7. Think sounds together mentally rather than sounding them audibly.

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEM: Inability to recognize prefixes

RECOGNIZED BY:

1. Failure to pronounce words correctly that have prefixes.
2. Attempts to sound out words without applying syllabication rules.

DEFINITION: A prefix may be defined as a syllable at the beginning of a word that changes or modifies its meaning.

POSSIBLE CAUSES OF THE PROBLEM:

1. Lacks skill in syllabication.
2. Lacks understanding of word meaning.
3. Poor visual discrimination.

RECOMMENDATIONS:

1. Make lists or flash cards of the common root and prefixes. Use these in forming new words.
2. Make lists of the 15 most common prefixes and their meanings:

ab-from
ad-to
be-by
com-with
de-from
dis- part
en-in
ex-out
in-into
in-not
pre-before
pro-in front of
re-back
sub-under
un-not

Other prefixes quite frequently used are:

ante-before
anti-against
auto-self
bi-two
circum-around
out-over
inter-between
mis-wrong
non-not
op-against
poly-many
post-after
semi-half
super-above
trans-across

The teacher mau have a drill on these prefixes, but she should not require memorization of the meaning of the prefixes.

3. Use the following suggested plan for reviewing prefixes.

Example: disablement

stem:______________ meaning:______________
prefix:______________ meaning:______________
suffix:______________ meaning:______________

4. A study of word origins can lead students to the learning of the meaning of a great many new words and prefixes.

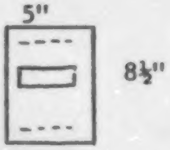
GAMES AND ACTIVITIES:

Window Watch (Primary and Intermediate Level)

Purpose: To provide practice in the area of prefixes.

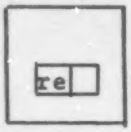
Materials: One sheet of tagboard for each

Procedure: Cut a piece of tagboard as shown

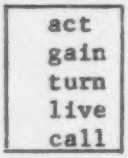


Cut a rectangle in the center that is 3" wide and 1" long. Make a slit at the top and bottom that is 3" wide.

Write a prefix on a piece of tagboard and staple (or paste) beside the rectangle.



Cut a piece of tagboard 12 inches long and 3 inches wide. On this strip write the words to which the prefix can be added to make new words.



The students then pull the strip through the slit in the "window", pronounce the word, give the meaning, and use the new word in a sentence.

Before the Fact(Upper Primary, Intermediate)

Purpose: To heighten student's awareness of the meanings and wide usage of prefixes.

Materials: Paper and pencil for each team or the chalkboard may be used.

Procedure: Divide the class into two or more teams. Allot a prescribed amount of time (perhaps 20 minutes) for teams to list as many words as they can that begin with the following prefixes.

un-
re-
in-
de-
ex-
con-
pre-
trans-

At the end, share answers to determine whether responses actually used prefixes or have been confused with other word beginnings.

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEM: Lacks desirable skills in use of suffixes.

RECOGNIZED BY:
1. Omitting endings
2. Placing wrong inflectional endings on words.

DEFINITION: A suffix may be defined as letters or syllables added to the end of the word to change or modify the meaning.

POSSIBLE CAUSES OF THE PROBLEM:

1. An overdependence on beginning sounds.
2. Failure to see endings.
3. Lack of awareness of the effect of endings on meaning.
4. Failure to use context as an aid.

RECOMMENDATIONS:

1. Complete sounding of words in insolation.
2. Practice adding different endings - ly, ed, ing, er.
3. Practice pronouncing and using words in sentences.
4. Choose from words with different endings the one to fit a blank.
5. Make lists of the common word endings and have the student underline the endings and pronounce their sounds.

GAMES AND ACTIVITIES:

Spinning for Suffixes (Primary, Intermediate Levels)

Purpose: To give practice in recognizing and attaching suffixes. Also it will help the student to learn the meanings of certain suffixes.

Materials: 1) A heavy piece of cardboard or a piece of plywood cut in a circle about two to three feet in diameter. Around the edge of the board write a number of suffixes so that they occupy the same positions as the numbers on the face of a clock. See example: 2) Extra overlays of paper to attach to the face of the circle may be used. This will enable the teacher to readily change the suffixes with which he is working. 3) A pointer in the center of the circle so that it can be spun. 4) A number of word cards that can be used with each overlay. For example, for the suffixes ed, ing, and tion on the overlay you might use the word "direct" on a word card.

Procedure: Pass out an equal number of word cards to each member of the group (2 to 5 people). The teacher or a studen then spins the pointer which stops on certain suffix. The teacher calls on each member of the group, has him to take his top card and try to attach the suffix at which the pointer stopped. The student may be asked to spell and pronounce the word and then define what it means. When a student has done this correctly he puts his card in a box The student who has all his cards in the box first is the winner. Variation: Make overlays that contain prefixes to fit the face of the circle and play the game in the same manner as was done with the suffixes.

Endings (Primary, Intermediate Levels)

Purpose: To provide practice in structural analysis (suffixes).

Materials: A number of cards with suffixes printed on them.

Procedure: Divide the class into two equal teams. On the chalkboard, list a number of familiar root words such as: run, sleep, help, rain, ask, splash, etc. In a circle on the floor place flash cards lettered: ed, ing, er, ness, s, etc. depending on which ones are being used. In the center of the circle, a blindfolded team member is turned around. He points to a card and the blindfold is removed. He goes to the chalkboard, chooses a word and adds the endings to it (writing the new words on the board). He then pronounces the word. If the word is written correctly he scores a point. If the word is pronounced, he scores another point. If the word is written incorrectly the rival team scores a point. The first team to receive twenty-five points wins.

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEM: Inability to see separate words in compound words.

RECOGNIZED BY: 1. Student is unable to recognize separate words in compound words.

2. Student is unable to divide a compound word into separate words.

DEFINITION: A compound word is a word consisting of two words combined to form one word.

POSSIBLE [illegible] OF THE PROBLEM:

[illegible]ks understanding of compound words.

[illegible] figure-ground perceptual problem.

RECOMMENDATI[illegible]

[illegible] Practice finding root words in compound and multisyllable words.

2. Play games guessing the meaning of long words.

3. Check with ITPA, Frostig Test, or Bender-Gestalt.

4. Use Frostig Materials.

GAMES AND ACTIVITIES:

Snip a Word (Primary Level)

Purpose: To provide practice in dividing compound words into separate words.

Materials: For each student you will need a sheet of white construction paper, a sheet of another color, scissors, paste, and five cards (3 x 5).

Procedure: Cut a strip of white construction paper approximately 15" long and 3" wide. Cut a strip of another color 15" long and 3" wide. Paste this strip on top of the left side of the white paper. Prepare one for each student. Give each student a container with scissors, paste black crayon and five cards. Write a compound word on each card. Each student is to take a word card and cut the card between the two words; paste the first word on the colored part of his paper and the second word on the white part.

Word Puzzles (Primary Level)

Purpose: To provide practice in the understanding of compound words and how they are formed.

Materials: 3 x 5 card, scissors, sheet of paper for each student.

Procedure: On the cards print compound words, then cut between the two words which form the compound. Place the sections of ten compounds in an envelope and have the students fit the two parts of a compound together, making as many correct words as they can. Then, direct the students to write these words on a sheet of paper.

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEM: Does not recognize roots in words

RECOGNIZED BY:

1. Failure to pronounce words correctly.
2. Does not use skills in syllabication when reading.

DEFINITION: Root words are original words from which other words have been developed by the addition of affixes; for example, 'happy' is the root word of 'unhappy'.

POSSIBLE CAUSES OF THE PROBLEM:

1. Lack of desirable skills in the use of affixes.
2. Lack of understanding of word meaning.
3. Poor visual discrimination.

RECOMMENDATIONS:

1. Have students play a variety of word games, using root words, prefixes, and suffixes.
2. If a teacher can get a group of students enthused about studying the origin of words, she can lead them to the learning of the meanings of a great many root words and affixes.
3. Makes lists or flash cards with derived words such as untrue, reaction, unfriendly, etc. Have students identify the root words.

GAMES AND ACTIVITIES:

Finding Root Words (Intermediate, Junior/Senior High)

Purpose: To provide practice in recognizing root words.

Materials: Front page from a local newspaper. One for each student.

Procedure: Ask each student to bring the first page from the local newspaper. Each student should have the same page. Give the students a 20 minute limit to find root words in words that have prefixes and suffixes added. Share findings with the group.

Recognizing Root Words (For All Levels)

Purpose: To provide practice in recognizing root words.

Materials: Several 3 x 5 index cards.

Procedure: On 3 x 5 index cards, print derived words. On the reverse side, print the root words. Place the pile of cards in the center of a table with the derived words up. Instruct the first player to take a card, read the derived word and name the root word. If he is correct, he keeps the card; if he fails to name the root word the card is returned to the bottom of the pile.

The next player takes a turn and the game ends when all of the cards are used. The player with the most cards is the winner.

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEM: Inability to recognize contractions

RECOGNIZED BY:

1. Inability to recognize and pronounce contractions.
2. Inability to understand how contractions are formed.

DEFINITION: A contraction is a shortened form of a word. The shortened form is made by omission of a letter or letters.

POSSIBLE CAUSES OF THE PROBLEM:

1. Poor instruction.
2. Failure to understand now contractions are formed.

RECOMMENDATIONS:

1. Have students fill-in blanks in a one-paragraph story calling for many contractions. Capable students may enjoy making up their own stories.
2. Have students role play, using contractions whenever possible.
3. Have students respond to questions using the contracted form of'not', e.g. "Does he like milk? No, he doesn't like milk."
4. Have students substitute the correct contraction for two words underlined in given sentences.

GAMES AND ACTIVITIES:

Word Basket Turnover (Primary Level)

Purpose: To provide practice in recognizing contractions.

Materials: Use 3 x 5 index cards for each student that is playing (No more than 15)

Procedure: Give cards(on which a contraction is written) to half of the students. Give the other students cards on which are written the two words from which each of the contractions are formed. Ask one child to be 'IT'. As the teacher says "Contraction" or "Combination of Two Words", the student who holds the card with either the contraction or the combination of two words changes seats with another student. "IT" tries to get a seat. The student who does not get a seat is "IT".

Contractions (Primary Level)

Purpose: To provide practice in recognizing and using contractions.

Materials: Use 3 x 12 cards or cut cards this size. 43 cards will be needed for contractions and 43 for the words from which the contractions are formed.

Procedure: Cards with contractions and the words for which they stand may be printed with a magic marker. The students may match the two or they may play a card game, asking for words to make a "book". They may also be asked to write the words for the contractions.

- aren't
- he'd
- shouldn't
- I'd
- let's
- they're
- we'll
- you're
- what's
- can't
- he's
- didn't
- I'll
- she'll
- they'd
- we'd
- you'd
- doesn't
- he'll
- don't
- I've
- she'd
- they've
- we've
- you've
- haven't
- couldn't
- hadn't
- it's
- there's
- that's
- wasn't
- you'll
- hasn't
- I'm
- isn't
- they'll
- weren't
- we're
- hadn't
- won't

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEM: Contextural Analysis

RECOGNIZED BY:
1. The student is unable to derive meaning from and/or to pronounce a word from the way it is used in a sentence.
2. The student is unable to think of words that fit into the context.
3. The student is unable to read words in context that he can read in isolation.

DEFINITION: Contextural analysis involves the ability necessary in order to determine the meaning and/or pronunciation of unfamiliar words by using clues in the context of the material read. The teacher can determine whether a student is having difficulties using context clues by listening to him read orally. While he reads, note whether words missed are ones that normally should be gotten from context. Also question the student about the meaning of certain words where the meaning is evident from the context. In silent reading, the teacher can ask the student to underline the words that he either does not know how to pronounce or define. The same procedure can be used in either case.

POSSIBLE CAUSES OF THE PROBLEM:

1. Student is unaware that context clues can help him derive the meaning from and/or to pronounce words.
2. Student does not know how to use context clues.

RECOMMENDATIONS:

1. Show the student that it is possible to derive the meaning of words from the context. Show specific examples such as the following:
   a. The careless boy did his work in a haphazard manner.
   b. He felt that although his work was imperfect, it was still good.
   c. When he tried to insert the letter in the mailbox the mailbox was too full.
   d. They called in a mediator to help settle the problem between labor and management.
2. Use multiple choice questions in which the student fills in blanks: e.g., Jack _____ a black pony (rock, rode, rod). Using words which look alike also will give the student practice in phonic and structural analysis.
3. Make tape recordings in which key words are omitted. Give the student a copy of the script and have him fill in the blank as the tape is played.

4. Have the student practice reading up to a word, sounding at least the first sound, and then reading several words following the unknown word: e.g., A cow and her c______ drank from the water hole (calf). In this case the student should be able say calf if it is in his listening-speaking vocabulary. He should also realize that a calf is the off-spring of a cow.

5. Make sentences which can be completed by circling or underlining a picture.
   For example:
   Directions: Circle the picture that correctly completes the sentence.

6. Give a series of sentences in which only part of a word missing from context is spelled. See the following examples:
   a. The _ _ _f_ce of the water was smooth.
   b. All of the boy _ _ _ _ts were cold when they arrived home.
   c. The _ _rty left for _h_ yesterday.
   d. Is your son a s_ld_ _r, s_il_r, or a m_ri_ _?

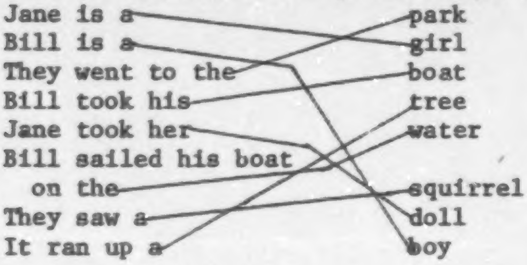
7. Use pictures to illustrate certain words omitted from a tape recorded story. Lay the pictures out in front of the student, (approximately ten pictures). As the recording is played have the student pick up the picture that is appropriate to illustrate the missing word. Sound a bell for the missing word.

8. Make a series of sentences using words which are spelled alike but may have different pronunciations or meanings: e.g., read, lead. Have the student read sentences using t these in proper context, for example:
   He read the book.
   He will read the story.
   It was made out of lead.
   He had the lead in the play.

9. Teach the student that there are a number of types of context clues. While he does not have to catagorize them, working with several different kinds will enable him to become more adept in their use. For example:
   a. Definition Context Clues: The word mongrel sometimes refers to a dog of mixed breeds.
   b. Synonym Context Clues: The team was gleeful and the coach was also jubilant because they had won the game.
   c. Contrasting Words: He was antisocial, but she was very friendly.
   d. Common Saying or Expressions: It was dark as pitch.
   e. Experience Clues: The mouse found some cheese to nibble.
   f. Summary Clues: There were clowns, animals, and a band. It was a fine circus.
   g. Reflection of a mood or situation: Jane spoke crossly She frowned and sulked. She was very disagreeable.

10. Anticipate new words by a study of illustrations. The children look at pictures, name new objects, or suggest happenings or endings. The vocabulary used in the discussion may be recorded and studied.

11. Short paragraphs may be duplicated or written on the blackboard. Phrases are taken from these paragraphs and the children are to find the ending that completes each phrase. If the material is presented in duplicate form, the children may draw lines between the two parts of the sentence. If the sentences are to be copied from the blackboard, the sentence is to be written in its correct form. For example: Jane took her doll. Bill took his boar. He sailed his boat on the water. They saw a squirrel. It ran up a tree.



Jane is a	park
Bill is a	girl
They went to the	boat
Bill took his	tree
Jane took her	water
Bill sailed his boat	
on the	squirrel
They saw a	doll
It ran up a	boy

GAMES AND ACTIVITIES:

Which To-Too-Two?

Purpose: To use properly to, too, and two.

Materials: A group of words, such as those in the list below, written on the board with a blank line in front of each word. (Make sure that the words are within the vocabulary of the student.)

Procedure: Students take turns spelling orally the proper to, too, or two to fit the blanks and then using the phrase in an oral sentence. In the first column below the answers are given.

____much ____big ____apples
____cookies ____sick ____town
____school ____go ____ bed

With duplicated sheets, this game could be used as seatwork. The class could be divided for competition.

Fishing

Purpose: To give practice in using content to choose a verb which completes the sentence sense.

Materials: Two boxes: one box contains a number of cards with incomplete sentences (without verbs); the other box contains the verb cards. Example: The man ________ the tall ladder. climb

Procedure: The first student draws from the boxes one incomplete sentence card and one verb card. The aim is to fit the verb into the blank so that the sentence is sensible. If the verb does not match the sentence, the sentence is placed face up in the center of the table and the player returns the verb card to the bottom of the pack. Other students, in turn, draw a sentence card and a verb card. A player may claim any sentence if his verb completes his sentence or one of the sentences in the center of the table. The student completing the most sentences wins. The missing words in the sentences might be adjectives, adverbs, or nouns.

Quiz-Bee

Purpose: To develop skill in forming and in spelling compound words and in using these words in sentences.

Materials: Two lists of words, written on the board, from which compound words may be developed, such as:

1. sun
2. race
3. snow
4. bird
5. some
6. base
7. my
8. gold

a. man
b. tan
c. track
d. house
e. ball
f. fish
g. where
h. self

Procedure: Players (eight to ten students) are divided into two teams. Players from the two teams take turns selecting a word from each list to form a compound word. For example, a player may indicate his choice as "number 5-g". He pronounces his word somewhere, looks away from the board and spells it orally. If he spells it correctly he scores a point for his team. He then calls on another student to use his word in a sentence.

Exploring the Meaning

Purpose: To give practice interpreting figures of speech.

Materials: A number of cards (1 by 4 inches) with a figure of speech on one side and its meaning on the other. (Students could make cards with figures of speech which they encounter in their reading.)

Procedure: The cards are placed in a pile in the center of the table with the figure of speech side up. One player starts by taking the top card, reading it, and telling what the figure of speech means. He turns the card over and if his interpretation is correct, he keeps the card and the player to his left takes a card. If he misses, the card goes on the bottom of the pile and the player to his left plays. The player with the greatest number of cards after all have been taken from the center pile is the winner. Note: It may be necessary to have an umpire determine if the correct meaning is given for the figure of speech.

Many Multiple Meanings

Purpose: To call attention to the long lists of meanings given after many vocabulary entries in a dictionary and to give practice in noting the differences in meaning.

Materials: A series of sentences each using the same word, but with a different meaning chalk and chalkboard.

Procedure: The players are divided into two teams. The Sentences and Definitions are written on the board. The teacher chooses in turn a player from each team who reads a Sentence and then tells the letter of the correct Definition. Each correct answer scores a point for the team. The team with the most points is the winner.

Sentences

1. The sharpshooters pick off the invaders. (h)
2. He plans to pick up living expenses while he attends college. (c)
3. The musician who plays the mandolin cannot find his pick. (f)
4. Do not allow anyone to pick your pocket. (a)
5. He will pick all the apples. (b)
6. She plans to pick over the strawberries. (i)
7. He seems to like to pick a quarrel. (d)
8. He refuses to pick the winner. (g)
9. He intends to use a pick to open the door for his neighbor who locked himself out. (e)
10. Can you pick me up on your way to the party? (j)

Definitions of Pick

a. to steal
b. to collect
c. to gain or acquire
d. to provoke
e. a sharp pointed instrument
f. a thin piece of bone or metal called a plectrum
g. to select
h. to shoot, one by one
i. to examine, item by item
j. to stop for and take along

Variation: Students can be encouraged to find other words that have many different meanings, one student to hunt for different words in the b section of the dictionary that have quite a bit of space given to definitions; another to hunt in the d section, etc. Students may build tests similar to the exercise given.

Variation: This game could be played as a seatwork activity by having the material duplicated. It would be helpful to relate this lesson to errors students make in interpreting meanings.

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEM: Inability to sound out long words.

RECOGNIZED BY:
1. Trying to sound out compound or multi-syllable words one letter at a time.
2. Inability to sound out long words.
3. Dividing words into syllables before looking for affixes.

DEFINITION: The inability to sound out long words may be defined as having deficiency in the skills for dividing words into syllables in order to pronounce them correctly.

POSSIBLE CAUSE OF THE PROBLEM:

1. Lacks knowledge of affixes and root words.
2. Places too much emphasis on decoding through letter sounds alone.
3. Lacks concern for meaning.
4. Lacks knowledge of common letter groups or of their use.
5. Fails to use context for word identification.
6. Does not know rules for dividing words into syllables.

RECOMMENDATIONS:

1. Learn meaning of common word parts through discovery.
2. Practice structural analysis of words.
3. Play "Word Domino" and other games using word parts.
4. Present long words in context and then look for clues in meaning.
5. Teach student that he should 1) look for affixes and roots, 2) syllabicate, 3) analyze syllables, and 4) use dictionary.
6. Teach rules for dividing words into syllables.
7. Help him develop interest in word origins.

GAMES AND ACTIVITIES:

Listening for Syllables (Primary Level)

Purpose: To help students hear the number of syllables in a word.

Materials: A set of 3 x 5 inch cards with the numbers 1, 2, 3, 4, or 5 on each of them should be provided for every child playing. The number playing should be limited to small groups.

Procedure: The teacher pronounces a word. The students hold up a small numbered card which tells how many parts are in that word. Example: If the word cowboy were called, the students would hold up the card showing the number two. After students have become familiar with small words, they may enjoy figuring out the number of syllables in such words as rhi no cer os or u ku le le.

Syllables

Purpose: To help students listen for the number of syllables and to provide opportunity for learning through discovery.

Materials: A stack of flash cards with words from a word list or basal series. Thin strips may be cut from construction paper.

Procedure: The students in the group could each be given a small stack of two or three syllable words. Placing their cards on the table, they divide the syllables with colored strips of paper. Discussion should follow with the students talking about their words.

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEM: Inability to use correct accent for words.

RECOGNIZED BY: Accenting wrong syllable when sounding out multisyllable words

DEFINITION: Accent means the greater force or stronger tone of voice given to certain syllables in words. An accent mark is written to show the nature and place of the spoken force of a syllable, as in yes' ter day; to day', to mor' row.

POSSIBLE CAUSES OF THE PROBLEM:

1. Does not use context adequately to aid word analysis.
2. Fails to try a variety of accents.

RECOMMENDATIONS:

1. Have student listen to the word as he pronounces it in the sentence in which he finds it.
2. Have student try various accents and listen for familiar sounds.
3. If he has done these and still cannot recognize the word, tell him which syllable to accent and the rule for this or have him use the dictionary.

GAMES AND ACTIVITIES:

Show the Correct Pronunciation

Purpose: To provide practice in determining the pronunciation and placing the accent on the correct syllable (s) in words by studying the context of sentences.

Materials: ditto sheet or chalkboard

Procedure: List sentences on the board or on a ditto-sheet. Use homographs (words with identical spelling, different meanings and sometimes different pronunciations) in each. The dictionary may be used to check pronunciations. Mark accent to show correct pronunciation.
Example:

1. Father was present to present the gift.
2. The farmers were not able to produce enough produce for the market.
3. The author was content with the content of his article.
4. If you do not address the letter correctly, it may not be delivered to the right address.
5. The manager will object to this object being in the office.

Accent Volley (Intermediate, Junior High Levels)

Purpose: To provide practice in understanding accent marks.

Materials: Several 3 x 5 index cards.

Procedure: On one card write a homograph such as con' duct, on another card write con duct'. Make several sets using different homographs. Place cards in a stack face down. Divide students into two teams (2 to 6 members). One member of the first team draws a card. He must pronounce the word correctly and give a sentence using that pronunciation. If he misses, the other team draws a card. The other team may try as a group to give the correct answers. If they succeed, then they may have a turn to pull from the deck. If they fail to get team one's word, the draw goes back to the first team and the card goes on the bottom of the deck. The team accumulating the highest number of cards is the winner. Some suggestions for homographs are *contract*, *refuse*, *lead*, *perfect*, *excuse*, *annex*, *rebel*, *object*, *produce*, *combine*, *convict*, *protest*, *premit*, *content*, *read*, *wind*.

GENERAL READING SKILL AREA: Word Recognition

SPECIFIC READING PROBLEM: Unable to divide words into syllables

RECOGNIZED BY: The student is unable to apply the rules of syllabication.

DEFINITION: Rules for syllabication are prescribed guides upon which words are divided into syllables for the purpose of pronunication.

POSSIBLE CAUSES OF THE PROBLEM:

1. Memorized rules without enough application.
2. Does not understand the reason for a rule.
3. Rules are too long or complicated for the student.

RECOMMENDATIONS:

1. Reteach through discovery method.
2. Play games in which the student states which rule applies to each word.
3. Let students rewrite rules in the form of telegrams.

GAMES AND ACTIVITIES:

Fine The Rule (Upper Primary, Intermediate, Secondary)

Purpose: To provide practice in learning rules on which syllabication is based.

Materials: About 30 or more 3 X 5 flash cards.

Procedure: Make a list of the rules for syllabication. Make about five or six drill cards with words that specifically apply to each rule. Have students scatter the cards on a table and sort them according to the rule.

Discovery *

Purpose: To provide practice in learning rules for syllabication through discovery.

Materials: Chart on which syllabication rules have been written. Word samples printed on index cards.

Procedure: Write 4 or 5 words that may apply to a specific rule. Keep these together. Repeat this process for each rule to be learned. Place the rules where they are visable. Students select a stack of words, pronounce each word and decide one the rule that applies.

*Game should be adapted to the specific rules being taught at each grade level.

Syllabication of Nonsense Words (Intermediate, Secondary)

Purpose: To provide practice in visual discrimination.

Materials: Words may be placed on board, on flash cards, on transparencies, or on individual study sheets.

Procedure: Have the students mark the syllables in the following nonsense words.

ansam
domcle
paisod
tunnoik

trefle
voaggad
bole
usmouth

waunmop
zefgone
cloomp
drescle

How Many Do You Hear? (Upper Primary, Intermediate)

Purpose: To provide practice in auditory discrimination.

Materials: A list of words which the teacher reads to the students.

Procedure: Ask students to number from 1 to 30 on a sheet of paper. The teacher reads the following words, each accompanied by its number. The student writes the number of syllables each word contains. Students do not see the words in print.

1. October
2. March
3. June
4. apple
5. number
6. professor
7. main
8. linguistics
9. ornament
10. ten
11. remote
12. any
13. concern
14. elephant
15. dinosaur
16. coffee
17. pitcher
18. lamp
19. carpet
20. garden
21. rose
22. daisy
23. complete
24. statue
25. window
26. pinata
27. organ
28. cello
29. phonograph
30. mouse

Picture Syllable Game (Primary, Intermediate)

Purpose: To provide practice in auditory discimination.

Materials: Pictures to show the students (or a number of pictures for the student to have at his desk).

Procedure: Let the student look at a series of pictures. He is to say the name of each object and think of the vowel sounds he hears. He is to write the number of vowel sounds or syllables in the name of each object.

Syllabication Exercise (Upper Primary, Intermediate)

Purpose: To provide practice in visual discrimination.

Materials: A set of sentences on a practice sheet for each student.

Procedure: Have the student read and decide in each sentence how to divide the underlined words into syllables. Draw a line between the syllables. In the blank, write the number of the clues or clues that apply (if the clues have been presented.)

1. Tennis rackets, skills and fishing rods were displayed in the sporting goods department. ______
2. The character in the second act needs a long, black mantle. ______
3. Don had to erase the letter under his picture when he decided to mount it on cardboard. ______
4. The dirty streets detract from the beauty of the famous old buildings. ______
5. The audience began to applaud as soon as they saw the colorful scenery. ______
6. A master switch in the kitchen will control all lights inside and outside the house. ______
7. Tickets for the game were sold before school and during the lunch period. ______
8. The still water of Deer Lake reflects blue skies and willow trees along the shore. ______
9. In the blacksmith's ship his helper used a bellows to fan the fire and increase heat. ______
10. The garden flowers will wither away unless the drought is broken soon. ______

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